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THE PROCEEDINGS

OF THE

Ontario Library Association

THIRTEENTH ANNUAL MEETING

AT THE

PUBLIC LIBRARY, TORONTO
(REFERENCE LIBRARY)

EASTER MONDAY and TUESDAY,
MARCH 24th and 25th, 1913

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO:

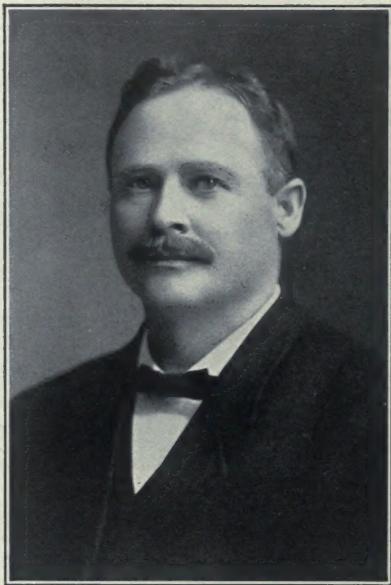
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C. R. CHARTERIS, M.D., Chatham
President 1912-13.

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Printed by
WILLIAM BRIGGS
29-37 Richmond Street West
TORONTO

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The President, 1912, C. R. Charteris, M.D.

Theresa Elmendorf, President American Library Association.

Ontario Library Association

Organized in 1900

Officers and Standing Committees, 1913-1914

Officers.

President—W. F. Moore, The Public Library, Dundas.

First Vice-President—W. O. Carson, The Public Library, London.

Second Vice-President—David Williams, The Public Library, Collingwood.

Secretary—E. A. Hardy, B.A., D.Pæd, 81 Collier Street, Toronto.

Treasurer—G. H. Locke, M.A., The Public Library, Toronto.

Councillors.

H. J. Clarke, B.A., The Public Library, Belleville.

D. M. Grant, B.A., The Public Library, Sarnia.

Miss Mary J. L. Black, The Public Library, Fort William.

Adam Hunter, The Public Library, Hamilton.

W. J. Sykes, B.A., The Public Library, Ottawa.

C. R. Charteris, M.D., ex-President, The Public Library, Chatham.

Standing Committees.

Library Institutes—D. Williams, Chairman; Norman S. Gurd, W. O. Carson, Miss B. Mabel Dunham, Miss Mary J. L. Black, E. A. Hardy.

Selected List of Books—Dr. C. R. Charteris, G. H. Locke, W. J. Sykes, E. A. Hardy.

Distribution of Public Documents—L. J. Burpee, W. J. Sykes, E. A. Hardy.

Legal Committee—Norman S. Gurd, His Honor Judge Hardy, the Hon. Mr. Justice Kelly.

Co-operation with College and High School Section of Ontario Educational Association—W. J. Sykes, Miss B. Mabel Dunham.

Technical Education (appointed by the Association)—D. M. Grant, R. Alexander, W. Tytler, J. Davis Barnett, W. O. Carson, E. A. Hardy.

Resolutions (appointed by the Association)—E. S. Caswell, W. J. Sykes, J. E. Kerr, H. J. Clarke, W. H. Murch.

Ontario Library Association

Organized, 1900.

PROGRAMME.

THIRTEENTH ANNUAL MEETING, EASTER MONDAY AND TUESDAY, MARCH 24TH AND 25TH, 1913, AT THE PUBLIC LIBRARY, TORONTO, COR. COLLEGE AND ST. GEORGE STREETS.

OFFICERS.

President—C. R. Charteris, M.D., The Public Library, Chatham.
First Vice-President—W. F. Moore, The Public Library, Dundas.
Second Vice-President—W. O. Carson, The Public Library, London.
Secretary—E. A. Hardy, B.A., D.Pæd., 81 Collier St., Toronto.
Treasurer—G. H. Locke, M.A., The Public Library, Toronto.

COUNCILLORS.

David Williams, The Public Library, Collingwood.
H. J. Clarke, B.A., The Public Library, Belleville.
D. M. Grant, B.A., The Public Library, Sarnia.
W. J. Hamilton, B.A., The Public Library, Fort William.
Miss Edith Sutton, The Public Library, Smith's Falls.
L. J. Burpee, F.R.G.S., F.R.S.C., ex-President, Ottawa.

Chief Topic:—“Boys and Girls and the Public Library.”

NOTE.—In order to carry out this programme it will be necessary for the chairman to insist strictly on the time limits on papers, addresses and discussions. Punctual attendance, therefore, will be necessary on the part of the members of the Association and their friends.

MONDAY, MARCH 24TH, 1913.

Morning Session, 10.30 o'clock.

10.30. Business—Minutes.

Appointment of Committees: Nominating; Resolutions.

Annual Reports—Secretary, E. A. Hardy, Toronto; Treasurer, G. H. Locke, Toronto.

11.00. Reports of Committees.

Quarterly List of Books. E. A. Hardy, Toronto.

Public Documents. L. J. Burpee, Ottawa.

Library Institutes. A. W. Cameron, Woodstock.

Check List of Canadian Periodicals. H. H. Langton, Toronto.

Technical Education and the Public Library. D. M. Grant, Sarnia.

A. L. A. Meeting at Ottawa. L. J. Burpee, Ottawa.

Legal Committee. Norman Gurd, Sarnia.

Co-operation of College and High Section of O.E.A. W. J. Sykes, Ottawa.

11.30. Business.

(Meeting of the Executive Committee at 12 o'clock noon.)

Afternoon Session, 2 to 5 o'clock.

2.00. President's Annual Address.

"Library Work." C. R. Charteris, Chatham.

2.20. Discussion.

2.30. The Children's Room. Miss Lillian Smith, Head of Children's Department, Toronto Public Library.

2.50. Discussion.

3.00. Practical Problems (10 minutes each):

(a) Books for the Boys. G. H. Locke, Toronto Public Library.

(b) Books for the Girls. Miss Mary J. L. Black, Fort William.

(c) Books for the Little Ones. Mrs. W. J. Hanna, Sarnia.

(d) Books for Life Problems. Dr. W. Harley Smith, Toronto.

(e) The Story Hour. H. M. Wodson, Runnymede.

3.50. Discussion.

4.10. Address—

"The Trustee and the Children's Department." Mr. W. R. Nursey, Inspector of Public Libraries, Toronto.

4.30. Business—

(Meeting of Nominating Committee at 5 o'clock.)

Evening Session, 8 to 10 o'clock.

8.00. Opening Remarks—

The Chairman.

8.10. Address—

"Boys and Girls and the Public Library." Miss Clara W. Hunt, Head of Children's Department, Public Library, Brooklyn, N.Y.

9.10. Social Hour and Promenade—The Library building in all its departments will be opened to the members of the Association and their friends, through the courtesy of the Toronto Public Library Board and the Chief Librarian. The Historical Room containing the valuable John Ross Robertson collection of pictures illustrating Canadian History, is especially worthy of inspection. An orchestra will be in attendance, and this social feature will be most interesting and profitable.

TUESDAY, MARCH 25TH, 1913.

Morning Session, 9 to 12 o'clock.

9.00. Report of Resolutions Committee.

9.20. Report of the Nominating Committee and Election of Officers.

9.30. Addresses—(15 minutes each.)

"The Public Library and the Public School." C. B. Edwards, London.

"The Public Library and the High School." F. P. Gavin, Windsor.

10.00. Discussion—

Led by Dr. Frank P. Hill, Librarian, Public Library, Brooklyn, N.Y.

10.20. Address—

“Proportionate Expense in Library Administration.” W. H. Murch,
St. Thomas.

10.40. Discussion—

11.00. Address—

“A Brief Review of the Topics of this Programme.” Miss Clara W. Hunt, Brooklyn, N.Y.

A question drawer will be conducted by Miss Hunt at this time, and questions may be handed to the Secretary at any time on Monday or Tuesday. This will be an excellent opportunity to get expert opinion on your difficulties or on any questions arising out of the previous addresses or discussions.

11.30. Business—

(Meeting of the Executive Committee at 12 o'clock noon.)

PRESIDENTS OF THE ONTARIO LIBRARY ASSOCIATION.

1900 and 1901, JAMES BAIN, D.C.L., The Public Library, Toronto.

1902 and 1903, H. H. LANGTON, M.A., The Library, University of Toronto.

1904, W. TYTLER, B.A., The Public Library, Guelph.

1905, W. J. ROBERTSON, B.A., LL.B., The Public Library, St. Catharines.

1906 and 1907, NORMAN S. GURD, B.C.L., The Public Library, Sarnia.

1908, REV. W. A. BRADLEY, B.A., The Public Library, Berlin.

1909, HIS HONOUR JUDGE HARDY, The Public Library, Brantford.

1910, A. W. CAMERON, B.A., The Public Library, Woodstock.

1911, L. J. BURPEE, F.R.G.S., F.R.S.C., The Public Library, Ottawa.

1912, C. R. CHARTERIS, M.D., The Public Library, Chatham.

TRAVELLING ARRANGEMENTS.

The annual Easter rates will prevail, viz.: Single fare, good going Thursday, March 20th, and returning Tuesday, March 25th. For any who wish to go earlier and remain longer, it is advised that they join the Ontario Educational Association. The Fee is 50 cents, and regular convention rates may be secured through them. Mr. R. W. Doan is the Secretary, 216 Carlton Street, Toronto. Write him for programme, which contains full particulars *re* travelling arrangements, and consult your local ticket agent for details.

NOTES.

Bring a note-book and pencil. Take home a good report to your library board.

Present your report to your library board written out in full detail, and hand it to your local papers after presentation to your board.

EXHIBIT OF BOOKS AND LIBRARY SUPPLIES.

This is one of the most valuable features of the Annual Meeting. Be sure to spend some time here.

DELEGATES IN ATTENDANCE, 1913.

L., Librarian; T., Trustee.

Aylmer.....W. W. Rutherford, B.A., L.
 Ayr.....H. Gmelin, L.
 Belleville.....H. J. Clarke, B.A., T.; A. R. Walker, L.
 Berlin.....Miss B. Mabel Dunham, B.A., L.; A. Foster, T.; H. W. Brown,
 B.A., T.
 Brampton.....Miss Hattie E. Hart, L.
 Brantford.....E. D. Henwood, L.; Miss Essie Middlemiss, L.
 Brockville.....Miss Margaret M. Stewart, L.
 Bruce Mines....H. Gray.
 Burlington.....Mrs. E. Weber, L.
 Burk's Falls....Miss Gertrude Wilson, L.; J. J. Wilson, D.D.S., T.; Rev. D. Roy
 Gray, T.; Mrs. D. Roy Gray.
 Chatham.....C. R. Charteris, M.D., Pres. O. L. A., T.; Miss Jeannie S. Reid, L.
 Collingwood....David Williams, T.; Miss Ella Hilborn, L.; A. H. Cuttle, T.
 Dundas.....W. F. Moore, T.; Miss Carrie Banting, L.
 Fort William....Miss Mary J. L. Black, L.
 Galt.....J. E. Kerr, T.; Miss A. G. Millard, L.
 Gananoque....R. G. Graham, B.A., T.
 Guelph.....W. Tytler, B.A., ex-Pres. O. L. A., T.; Miss Annie M. Harris, L.
 Hamilton.....Adam Hunter, L.; Miss Grace Simpson, L.
 Hanover.....Mrs. E. M. Wisler.
 Hespeler.....Miss Bella Jardine, L.
 Ingersoll.....Miss Janet McKellar, L.
 Iroquois.....Miss Mabel Landon, L.
 London.....W. O. Carson, L.; Miss L. Gahan, L.; M. P. McDonagh, T.; C. B.
 Edwards, I.P.S.
 Mount Forest...C. A. Jones, M.D., T.
 Newmarket....R. N. Merritt, T.; Mrs. F. E. Jones, L.
 Niagara.....Miss Janet Carnochan, T.
 Niagara Falls...Miss M. T. Butters, L.; W. H. Arison, T.
 Orangeville....Alex Steele, B.A., T.; D. McPherson.
 Orillia.....J. D. Knox, T.
 Ottawa.....W. J. Sykes, B.A., L.
 Parry Sound....E. E. Armstrong, T.; Rev. C. W. Watch, T.
 Penetanguishene Rev. F. W. Gilmour, B.A., T.
 Peterborough....Miss Dorothy Aylmer, L
 Port Dover....W. H. Smith, T.
 Preston.....Miss Nettie Fenwick, L.; J. M. Scott, T.; F. Danby, T.
 Runnymede....H. Durrant, L.; H. M. Wodson, T.; John Van Pree, T.; J. H.
 Parker, T.; N. Shunk, T.
 Sarnia.....Norman S. Gurd, B.C.L., ex-Pres. O. L. A., T.; D. M. Grant, B.A.,
 T.; Miss Helen P. Sweet, L.
 Sault Ste. Marie. Miss J. H. Champion, L.
 Simcoe.....J. D. Christie, B.A., T.
 Smith's Falls...Miss Edith Sutton, L.
 Stouffville....F. A. Dales, M.D., T.; Miss Lily A. Dales, L.
 Stratford.....J. Davis Barnett, T.; Miss Louise Johnston, L.
 St. Catharines..W. J. Robertson, B.A., LL.B., ex-Pres. O. L. A., T.; J. A. Norris, L.
 St. Thomas....W. H. Murch, K.C., T.; Miss F. M. Robertson, L.; J. A. Taylor, T.;
 Miss Jennie M. McRae, L.
 Teeswater.....Rev. W. A. Bradley, B.A., ex-Pres. O. L. A.
 Uxbridge.....R. F. Willis, T.
 Walkerville....Miss Honora E. Watson, L.
 Waterloo.....Rev. W. D. Lee, T.
 Westmount, Que. Miss Violet MacEwen, L.
 Weston.....Joseph Nason, LL.B., T.
 Whitby.....Joseph White, T.
 Williamstown...Miss Jessie Cattanach, L.
 Windsor.....F. P. Gavin, B.A., T.
 Woodstock.....W. Munro, T.

TORONTO.

Department of Education.....	W. R. Nursey, Inspector of Public Libraries. Miss Patricia Spereman, Official Cataloguer. S. B. Herbert, Assistant. W. E. Smith, Assistant.
Victoria University.....	Miss Annie E. Barker, L.
University of Toronto.....	Miss Helen Fairbairn, L.
Jarvis Street Collegiate Institute.	E. A. Hardy, B.A., L.

VISITORS.

Toronto.....	Miss Gertrude Bate, Miss E. Cafley, Miss Jessie N. Dickson; W. Harley Smith, M.D.; Prof. D. R. Keys, University of Toronto; Rev. P. K. Dayfoot, M.A.; G. W. Keith, B.A.; William Scott, M.A.; W. F. Chapman, M.A.
Foreign.....	Miss Clara W. Hunt, Brooklyn, N.Y.

TORONTO PUBLIC LIBRARY.

T. W. Self, Chairman.	Miss Christena Craig.	Miss Jessie Swinarton.
Hon. Mr. Justice Kelly, T.	" Lillian H. Smith.	" Edith Jamieson.
A. E. Huestis, T.	" S. J. Lemon.	" Lillian Jackes.
Mayor H. C. Hocken, T.	" Winnifred Barnstead.	" Lulu Colver.
George H. Locke, Chief Librarian.	" M. H. McGregor.	" Jessie Nelson.
E. S. Caswell.	" Annie L. Carroll.	" Gladys E. Stauffer.
Miss Margaret Kyle.	" Irene M. Staton.	" Louise Lancey.
" Gertrude M. Boyle.	" Bessie M. Staton.	" Agnes I. Lancefield.
" A. M. Moir.	" Dora Spears.	" May A. MacLachlan.
" M. Baxter.	" Margaret Hall.	" M. L. Graham.
" May McConnell.	" E. I. Watts.	" Rose Ferguson.
" Patricia O'Connor.	" Eloise McFadyen.	" E. Corey.
" Teresa O'Connor.	" Minnie McFadyen.	" M. McElderry.
" Selinda Bauer.	" Irene Belcher.	" F. Wheeler.
" Lottie Curtis.	" Grace Lovelock.	" Agnes Simpson.
" Eva Davis.	" Constance Spears.	" P. Laing.
" Frances Staton.	" Marion Field.	" N. Moriarty.
" Elizabeth Moir.	" J. Zetta Harper.	" Marjorie Jarvis.
" Clare Miller.	" Helen M. Strachan.	" M. C. Gosnell.
" Moto Rush.	" Myrtle B. Smith.	" Frances M. Congdon.

PUBLISHERS AND SUPPLY FIRMS.

William Briggs.....	J. Ferris.
Library Bureau.....	J. H. Saunders.
McClelland & Goodchild.....	F. D. Goodchild, W. H. McDougall.
Office Specialty.....	Miss C. A. Rowe.
Cassell & Co.....	W. A. Gardner.
Copp, Clark.....	Norman Craven.
J. M. Dent & Co.....	H. G. Curry.
D. T. MacAinch & Co.	B. T. Ripley.
The Macmillan Co. of Canada.....	E. S. Fowkes.
Musson Book Co.....	
F. C. Stechert Co., New York.....	F. C. Stechert.
H. W. Wilson Co., Minneapolis....	

ONTARIO LIBRARY ASSOCIATION

THIRTEENTH ANNUAL MEETING.

Meeting held in Public Library, Toronto, Monday and Tuesday, March 24th and 25th, 1913.

MONDAY MARCH 24TH, 1913.

MORNING SESSION.

The Morning Session opened at 10.30 with President C. R. Charteris, M.D., in the Chair.

THE PRESIDENT: We will now open the morning's proceedings. The first will be an address of welcome by the Chairman of the Toronto Library Board, Mr. Self. I have very much pleasure in introducing Mr. Self.

MR. THOMAS W. SELF: In regard to an address of welcome, I am sure that in the few remarks that I have put down to say to you I cannot express in language the welcome that I am wanting to give you on behalf of the Board.

Ladies and Gentlemen of the Ontario Library Association,—

It is an honor and pleasure to me to represent the Toronto Public Library, in placing at your disposal this commodious medium for assisting you in your commendable work, a work which, although not altogether in a new field, is one of utilizing present means and appliances for further usefulness, and calls for the knowledge of the specialist, combined with the ability and energy necessary to make an enthusiast. It is a satisfaction to all loyal and patriotic people that there are men and women who devote their time for the benefit of others without reward, other than a sense of duty performed. It is a mark of progress that the Library, which at one time was used almost wholly to pass an idle hour, should be turned into one of the greatest educational means that our people have to-day.

When I say "People" I mean more particularly those who have not had the benefit that is derived from a course of education in their early life, but have had to educate themselves by reading, selecting accidentally, or altogether promiscuously, for themselves. The people of this class can and do appreciate the advantages derived from your labors. In the course of assimilating the benefits and advantages derived from this source, with our modern civilization, the necessity for your work is the more urgent.

The necessity for a system of education adapted to the needs of those classes, other than the purely scholastic, is proved by a survey of the reports which show an increase in our Library circulation and attendance during the past few years under the direction of an intelligent and enthusiastic management. I know that many of the youth in this and in the Old Country have in my time found their

spelling book on the street signs as they went to work. While there are very few of our youth so unfortunate as that to-day, yet the increased facilities for producing wealth have rendered the luxuries of yesterday the necessities of to-day, thus calling for a higher type of food for both brawn and brain.

As in the aimless casting of a seed, the direct result of your labours may not be visible, yet you have the satisfaction of knowing that, as God gives all things, so to give is Godlike. One of our greatest pleasures is that derived from service.

I notice on the bottom of the programme of the 13th Annual Meeting: Chief Topic, "Boys and Girls and the Public Library." The boys and girls of the country, I believe, are our greatest asset, and in working along those lines you cannot appreciate the work you are doing and, as I mentioned before, you will not realize the work you are doing amongst certain classes;— I mean the class I came from myself that did not have the opportunity of early education,—and that to-day there is a class outside of the schools that pick up their education and have just the same energy and just the same ability as those who are going to school. It is this class that I think the public libraries are especially adapted to help. May I conclude by this observation, that the lines of education that it is possible to strike out from a Public Library are controlled only by the ability of the one in charge. (Applause.)

THE PRESIDENT: I am sure we appreciate the kindly words extended by the Chairman of the Toronto Public Library Board to this Association, and I can assure him we appreciate their kindness in throwing open this beautiful building to us for our Annual Meeting.

The next order of business is the reading of the Minutes.

THE SECRETARY: I would move that the Proceedings of the Ontario Library Association, Twelfth Annual Meeting, which have been supplied to all libraries and members of the O.L.A. during the year be taken as Minutes of the last year. (Motion seconded and carried.)

THE SECRETARY: I am asked by the Executive to make an announcement for the benefit of all concerned. I want to call your attention on behalf of the Executive to the Exhibit which you will find in the corridors. We appreciate very much the work of the publishers in that respect and we want to ask the co-operation of the members of the Association and the exhibitors that there may be no conflict of interest at all, and that you give your best attention to the exhibits outside of the hours of the session and that we attend strictly to our work here. The Executive wish that to be understood as their desire.

THE PRESIDENT: Appointment of Committees: the first is the Nominating Committee.

Messrs. A. R. Walker, F. P. Gavin, N. S. Gurd, D. Williams, and W. F. Moore appointed as Nominating Committee.

THE PRESIDENT: The next committee is the Committee on Resolutions.

THE SECRETARY: I find on page 103 of the Proceedings that the Resolution Committee be a Standing Committee of the Association. I am not quite sure myself just what that means, and I think the Chairman of the Committee has just gone out the door, Mr. Caswell. If that means that last year's committee is continued then we do not need any further nomination. I am sure some of the gentlemen are not here. Mr. Caswell, last year your Resolution Committee reported that the Resolution Committee be a Standing Committee of the Association

and that was carried by the Association but I am not quite sure what that means. Does that mean that last year's Committee is to be this year's Committee?

MR. CASWELL: The meaning of it is that the Standing Committee is appointed by the Executive. It did not mean that the personnel shall be the same this year as last.

THE SECRETARY: In that case we are free to go ahead and nominate.

THE PRESIDENT: We are open to receive nominations for the Nominating Committee.

MR. LOCKE: Who were the members last year?

THE SECRETARY: Mr. Tice of Picton, Mr. Cameron of Woodstock, Mr. Sykes of Ottawa, Mr. Gurd of Sarnia and Mr. Caswell. Mr. Cameron will not be here.

The following were nominated as Nominating Committee, Messrs. Caswell, Clarke, Kerr, Murch and Sykes. (Carried.)

THE PRESIDENT: The next order of business is the Annual Report of the Secretary.

ANNUAL REPORT OF THE SECRETARY

FOR THE YEAR 1912-1913.

The presentation of my thirteenth annual report as Secretary of the Ontario Library Association is a pleasant duty, inasmuch as it is record of a year of work satisfactory in its steady progress and remarkable for some outstanding features. The years of toil and plodding have begun to bear abundant fruit and encourage us to hope for still greater achievements.

THE EXECUTIVE COMMITTEE.

The Executive Committee met three times during the year. The first meeting was held immediately at the close of the annual meeting of last year, on April 9th, 1912. The following Standing Committees were appointed for the year:

Library Institutes—A. W. Cameron, Norman L. Gurd, W. O. Carson, Miss B. Mabel Dunham, D. Williams, E. A. Hardy.

Check List of Canadian Periodicals—L. J. Burpee, H. H. Langton.

Selected List of Books—Dr. C. R. Charteris, H. H. Langton, G. H. Locke, L. J. Burpee, E. A. Hardy.

Distribution of Public Documents—L. J. Burpee, E. A. Hardy.

Legal Committee—Norman S. Gurd, His Honor Judge Hardy, The Hon. Mr. Justice Kelly.

A. L. A. Meeting at Ottawa—L. J. Burpee, G. H. Locke, E. A. Hardy. Co-operation with College and High School Section of Ontario Educational Association—W. J. Sykes, A. W. Cameron, Miss B. Mabel Dunham.

Technical Education (appointed by the Association)—D. M. Grant, R. Alexander, W. Tytler, J. Davis Bennett, W. O. Carson, E. A. Hardy.

Resolutions (appointed by the Association)—A. W. Cameron, E. S. Caswell, J. C. Tice, Norman S. Gurd, W. J. Sykes.

Mr. W. J. Hamilton gave notice that at the next annual meeting he would make the following resolution:

That article 3 (c) of the Constitution be changed to read as follows:—"The annual fee shall be one dollar for individuals, and for libraries according to the following scale:

Places over 15,000 population	\$ 5 00
Places from 5,000 to 15,000 population	3 00
Places up to 5,000 population	2 00

The second meeting of the Executive was held June 25th, 1912, at the Chateau Laurier, Ottawa. Arrangements were made for the Canadian Breakfast on July 1st, and for the semi-annual executive meeting in Toronto in August.

The third, and semi-annual meeting was held at the Public Library, Toronto, August 5th 1912. The annual meeting was planned in detail, and a deputation was appointed to interview the Minister of Education in connection with a meeting of the Legal Committee of the O. L. A. This deputation, consisting of Messrs. Locke and Hardy, interviewed the Deputy Minister with the gratifying result that the Legal Committee has been enabled to meet, as their report will show.

THE WORK OF THE YEAR.

The work of the year may be summed up under a half dozen or more headings. First there was the publication of the annual volume of the Proceedings. This has grown to be a considerable task and the volumes now in print make a valuable collection of library documents. This table shows their size:

1907	74 pp.	1910	87 pp.
1908	56 pp.	1911	123 pp.
1909	103 pp.	1912	128 pp.

The Minister of Education agreed to print this year's volume on specially heavy coated paper to provide for the proper bringing out of the illustrations, with the result that the volume is rendered much more valuable by cuts of the presidents of the O. L. A., of the Minister of Education, the Deputy Minister and the Inspector, and of an exterior and an interior view of the Toronto Reference Library. The Minister also provided that copies of this report, along with copies of the Public Libraries Act, Selected List of Books, Vol. XI, part 2, and the Inspector's Report for the current year should be given to all the delegates at the A. L. A. meeting at Ottawa.

The Summer School held its second session May 27th to June 22, a full report of which is given in the Inspector's Report for the year, pp. 616-621. I need only say here that it was even more successful than the first session, and that the school is rendering a great service to library work in Ontario. The Inspector and the instructor in charge, Miss B. Mabel Dunham, are to be congratulated on the success of this school.

The A. L. A. conference at Ottawa, June 26 to July 2, was a memorable event in Canadian library history. The O. L. A. felt a deep interest in this second meeting of the A. L. A. on Canadian soil, inasmuch as the O. L. A. is the direct outcome of the Montreal A. L. A. meeting in 1900. As was reported at our last annual meeting, the Minister of Education at the request of the O. L. A. had a grant of \$900 placed in the estimates, and this sum was expended by the Inspector

in assisting our Ontario libraries to send their representatives to the Ottawa meeting. Some 40 libraries took advantage of this grant and a list of Ontario representatives is appended.

The A. L. A. meeting need not be reported here as the full Proceedings are in print. It was a great meeting, great in attendance, in programme, and in interest and the Canadians present believe that their contribution to the meeting was not unworthy of their country. Their representatives on the programme acquitted themselves with credit, and every Canadian endeavoured to make the library worker from across the line feel thoroughly at home. I append the resolutions of the A. L. A. Council which express a warm appreciation of the success of the meeting and the Canadian contribution to that success. I may be permitted to add that the Ontario delegation felt a great pride in the success of the local arrangements. To Mr. Burpee and all his Ottawa committees a tribute of high praise is due for the masterly manner in which the arrangements were perfected. The Chateau Laurier management are also deserving of high commendation for their admirable handling of the gathering under some very great difficulties.

Of the great publicity given to our Ontario Library system and of the many permanent results of the meeting I need not speak, but I must mention two features which added largely to its success. The first was the entertainment given the Western American delegation on their way to Ottawa during a stop over in Toronto. They were royally entertained by the Department of Education, the Universities of Toronto and Victoria and the Public Library. I know something of the great strain devolving upon the Chief Librarian of Toronto in connection with this event, and I feel that I am expressing the judgment of the O. L. A. when I say that Ontario library workers deeply appreciate his fine service on that occasion.

The other feature was the Canadian breakfast at the Chateau Laurier on Dominion Day. About 60 Canadians were present, with Mrs. Elmendorf, President of the A. L. A. as the guest of honour. It was a fitting prelude to the great morning meeting at which Sir Wilfrid Laurier, Professor J. W. Robertson, Sir James Grant and Prof. John McNaughton quite won our American friends with their masterly addresses. The A. L. A. Ottawa meeting is over, but we shall hope it will not be another twelve years before Toronto's turn comes to be the host of the third meeting on Canadian soil.

The Public Library Institutes of the past year have been a success as the report in full detail will show. They continue to be one of the most valuable features of our system and are doing great educative work of many kinds.

The Quarterly Selected Lists of Books have been duly issued and the report of that committee will give full information regarding this feature of our work.

The programme for this year has been carefully planned, and as is our custom, gathers around a central theme. The Committee chose the work with the boys and girls as a timely topic, and have been fortunate in securing the aid of various of our best Ontario workers in this department, and in addition, the presence and help of a foremost American expert, Miss Clara Hunt, head of the Children's Department of the Public Library of Brooklyn, N.Y.

Attention should be called to the excellent display of publishers and supply firms at this annual meeting. The exhibit represents a good deal of work on the part of the publishers, and should receive attention on your part.

The work falling upon your Secretary in connection with the various activities of the year has been very considerable. The correspondence has been heavy and of wide range, extending from Germany to the Philippine Islands and Japan.

Over 1,000 letters and cards have been sent out. The printing matter in connection with the Institutes, the Quarterly Selected List of Books, the Proceedings, the annual meeting, etc., has numbered over 10,000 pieces. The expense for stationery, postage and clerical help is, of course, considerable, but it is only fair to say that the expense for clerical help should be much greater, just as soon as the funds will permit. The O. L. A. is a going concern every week of the year, summer and winter, and it is not overstating it to say that practically every working day of the year, including the summer and winter holidays, there is correspondence or some other matter demanding the attention of the Secretary. While a strenuous task, it is, nevertheless, an opportunity for service that I deeply appreciate. I can conceive of few positions that offer so rich an opportunity for permanent service to one's country, and I very greatly esteem the confidence that you have placed in your Secretary during these thirteen years since the O. L. A. was formed.

EVENTS OF THE YEAR.

There were several events of the year to be recorded. Barrie was successful in passing a Free Library by-law, and the fine library built up there by many years of faithful work has become a free library. Cobalt has established a library, thanks largely to the pioneer assistance of neighbouring library workers. Ottawa is now under the Public Libraries Act, a very decided gain for the city and the staff of the library. Regina had the misfortune to suffer severely through the cyclone of last July, but the damage has been repaired, and the library activities renewed, including the publication of a library newspaper.

The report of the Inspector of Public Libraries just issued is an event worthy of notice. Each year these reports contain valuable special features, and in this year's report appear some exceedingly useful tables, e.g. pp. 628-629, dealing with attendance at Institutes; pp. 616-621, dealing with the Summer Library School; pp. 660-678, dealing with the distribution of public libraries by counties and townships. These last tables give the names of every city, town, village and township with or without a library and are exceedingly useful to every student of our library situation. Only those who have compiled such tabular information can have any realization of the immense amount of work involved. Various papers and articles by the Inspector and others add to the value of this report, for which the Inspector is to be sincerely congratulated.

Another event which should be acknowledged is the increase in the legislative grant to the O. L. A. from \$200 to \$400. This is greatly appreciated and the work now done by the Association is, we believe, rendering good value for these generous grants.

In connection with the Toronto Public Library, three events should be recorded as being of interest to all our library workers. The first is the laying of the corner stone last October of the new Dovercourt Branch Building at the corner of Bloor St., and Gladstone Ave. This will not only be interesting as a new type of branch building, but also as it is the first branch library built by city funds, the others having been provided by Mr. Carnegie. Secondly, Mr. John Ross Robertson's gift of prints illustrative of Canadian history is an important benefaction. Dr. Locke reports it "as the largest single collection of Canadian prints known to exist outside of the Archives of the Government of Canada." Its appreciation by the people of Toronto is shown by the fact that 26,890 persons visited it within the first year of its installation in the library. The third feature is the appointment

of Miss Lillian H. Smith, of the Children's Department of the New York Public Library, to take charge of the children's department. One can only hope that this example will be followed by the appointment of children's librarians in all of our larger libraries.

CARNEGIE GRANTS IN 1912.

Beaverton	.....	\$2,000 additional
Chesley	.....	10,000
Elmira	.....	2,000 additional
New Hamburg	.....	6,000
Watford	.....	6,000
Whitby	.....	4,250 additional
		<hr/>
		\$30,250

PERSONALS.

Personal mention may be made of several library workers. Mr. W. O. Carson, our second Vice-President, was honored at Ottawa by his election to the Council of the A. L. A., an honour well deserved by reason of Mr. Carson's exceedingly fine service not only to his own library and city, but to his library Institute and to the wider work of the province. Mr. A. W. Cameron, Chairman of our Library Institutes Committee, and President in 1910, has removed to Saskatoon. We regret that we should lose Mr. Cameron, who has been one of our most faithful and energetic members since 1903, and who at Streetsville and at Woodstock rendered most efficient service. Saskatoon, however, is decidedly the gainer by this transfer, and doubtless Mr. Cameron will continue his library labours there.

In Alberta and Saskatchewan two fine new public libraries have been created and two librarians appointed. Mr. E. L. Hill, B.A., M.Sc., becomes librarian of Edmonton and Strathcona, and Mr. A. H. Gibbard, B.A., becomes librarian of Moose Jaw. Both of these gentleman are graduates of the University of Toronto, and are ex-members of the O. L. A., Mr. Gibbard having been one of the original members of the first executive, and Mr. Hill an active member for five or six years, and Secretary of the Guelph Public Library. They have been also members of the A. L. A., and close students of library affairs for a great many years. In such capable hands as these our Western libraries should make excellent progress. We are glad to note also that Saskatoon has a fine new library. One of the pleasures of the Ottawa meeting, by the way, was to meet Messrs. Honeyman and Calhoun of the Regina and Calgary libraries, and Mr. J. P. Robertson, Winnipeg, the veteran librarian of the Manitoba provincial library.

The Inspector of Public Libraries and your Secretary had each the pleasant experience of attending the meeting of an American State Library Association. Mr. Nursey was the guest of the New York State Association at Niagara Falls, and I had the honour of speaking at the Michigan Association at Port Huron. The welcome to the Canadian visitors was most hearty and delightful, and these occasions will be long remembered by us as events of unusual pleasure.

We deeply regret to have to note the death of Mr. W. W. Tamblyn, M.A., of the Bowmanville Public Library Board. Mr. Tamblyn enjoyed the Ottawa conference, and many of us greeted him there, but some months later he passed away. A long life of service was spent by Mr. Tamblyn in the field of education, and of late he had been deeply interested in the public library. He was one of the many men of culture and public spirit, glad to serve in this great work.

SUGGESTIONS.

Two or three suggestions should be put on record. The Executive Committee planned some advance movements that could not be carried out this year. The following resolution was passed at the semi-annual meeting—"That a series of public meetings be arranged throughout the province to arouse public interest in the possibilities of the public library." Another resolution was "That a campaign of library publicity be inaugurated by bulletins of news and articles." Neither of these resolutions has been carried out as yet, but it is hoped that the current year will see them both seriously taken up. Your co-operation in a series of public meetings is requested. Can a library meeting be arranged in your town to arouse enthusiasm and secure efficiency? If so, kindly get in touch with the Executive, who will be glad to co-operate with you.

Last year I stated that we should not rest content till every municipality in Ontario had public library privileges. The Inspector's report of the year shows that every city and almost every town has a library, and our problem is, therefore, the extension of the library service to the rural districts. Can this be done in any other way than by a county system? Here is one of our greatest problems. How shall we solve it?

CONCLUSION.

In conclusion, I desire to express again my appreciation of the deep interest of the Minister of Education, the Deputy Minister, and the Inspector of Public Libraries and his staff in the work of the Ontario Library Association. To the Chief Librarian of the Toronto Public Library and various members of this staff I am greatly indebted for many kindnesses. It is such co-operation as we have had in Ontario on the part of so many that has made our progress possible.

E. A. HARDY,

Secretary.

ONTARIO DELEGATION

AT

American Library Association

Ottawa, June 26th to July 2nd, 1912

Name.	Address.	Position in Library.
Banton, T. W.	Toronto Public Library	Trustee.
Barnett, J. Davis	Stratford	Trustee.
Barnstead, Miss Winnifred.	Toronto Public Library	Cataloguer.
Baxter, Miss Marion H.	London	Assistant Librarian, Public Library.
Beatty, Miss Alma	Pembroke	Librarian.
Black, Miss Mary J. L.	Fort William	Librarian.
Boyle, Miss Gertrude E.	Toronto Public Library	Cataloguer.
Boyd, E. J.	Toronto	Cassell & Co.
Brown, Rev. G. A.	Campbellford	Trustee.
Brydone, William	Clinton	Trustee.
Burpee, L. J.	Ottawa	Ex-President Ontario Library Association.
Butters, Miss M. T.	Niagara Falls	Librarian.
Butters, Miss A. L.	Niagara Falls	
Byam, C. A.	New Liskeard	Trustee.
Calder, Mrs. M. E.	Fenelon Falls	Librarian.
Cameron, A. W.	Woodstock	Trustee — Ex-President Ontario Library Association.
Carson, W. O.	London	Librarian—Vice-President Ontario Library Association.
Caswell, E. S.	Toronto Public Library	Secretary-Treasurer.
Champion, Miss J. H.	Sault Ste. Marie	Librarian.
Charteris, C. R., M.D.	Chatham	Trustee — President Ontario Library Association.
Climie, Miss Lillie	Listowel	Librarian.
Cruickshank, D. P.	Ottawa	Library Bureau of Canada.
Cuttle, A. H.	Collingwood	Trustee.
Cuttle, Mrs.	Collingwood	
Davis, Miss Eva	Toronto Public Library	Circulating Department.
Dunham, Miss Mabel	Berlin	Librarian.
Dwight, Miss Edith C.	Guelph	Librarian Ontario Agricultural College.
Eakins, W. George	Toronto, Osgoode Hall	Librarian.
Elliott, T. E.	Kenora	Trustee.
Fenwick, Miss Nettie	Preston	Librarian.
Gilmour, Rev. F. W.	Penetanguishene	Trustee.
Goodchild, F. D.	Toronto	McClelland & Goodchild.
Goodchild, Mrs.	Toronto	
Goodchild, Miss Dorothy.	Toronto	
Grant, D. M.	Sarnia	Trustee.
Greene, Ainslie W.	Ottawa	Trustee.
Hamilton, W. J.	Fort William	Trustee.
Hardy, His Honor Judge A. D. Brantford	Brantford	Trustee — Ex-President Ontario Library Association.
Hardy, E. A.	Toronto	Librarian Jarvis Collegiate Institute, Secretary Ontario Library Association.
Harris, Miss A. M.	Guelph	Librarian.
Houghton, W. E.	Ottawa	Office Specialty Co.
Huestis, A. E.	Toronto Public Library	Trustee.
Hunter, Adam	Hamilton	Librarian.
Imrie, William	Tillsonburg	Librarian.
Johnston, Miss Louise	Stratford	Librarian.
Jardine, Miss Isabella	Hespeler	Librarian.
Kennedy, Mrs. Aimee	Kingston	Librarian.
Kerr, Mrs. Jessie	Brussels	Librarian.



THERESA ELMENDORF
President American Library Association.

Name.	Address.	Position in Library.
Kopp, Miss Adelaide E.	Palmerston	Librarian.
Locke, George H.	Toronto Public Library	Chief Librarian, Treasurer Ontario Library Association.
McCrae, Miss F. E.	Windsor	Librarian.
MacDonald, Mrs. A. C.	St. Thomas	Librarian.
McKellar, Miss Janet C.	Ingersoll	Librarian.
Millard, Miss A. G.	Galt	Librarian.
Moir, Miss Elizabeth	Toronto Public Library	Reference Librarian.
Moore, W. F.	Dundas	Trustee — Vice-President Ontario Library Association.
Nursey, Walter R.	Toronto	Inspector of Public Libraries of Ontario.
Reid, Miss Jennie S.	Chatham	Librarian.
Ritchie, Hazen	Peterborough	Trustee.
Robb, Miss M. I.	Woodstock	Librarian.
Rowe, Miss Carrie A.	Toronto	Office Specialty Co.
Scott, Miss Victoria	Owen Sound	Librarian.
Sine, Clifford	Gananoque	Trustee.
Smith, A. F.	Toronto	Office Specialty Co.
Smith, Miss M. E.	Niagara Falls	Trustee.
Smith, Rev. S. L.	Forest	Librarian.
Spereman, Miss Patricia	Toronto	Official Cataloguer, Department of Education.
Staton, Miss Frances	Toronto Public Library	Reference Librarian.
Stewart, Miss M. M.	Brockville	Librarian.
Sutton, Miss Edith	Smith's Falls	Librarian.
Sykes, W. J.	Ottawa	Librarian.
Tamblyn, W. W.	Bowmanville	Trustee.
Thwing, J. B.	Toronto	Library Bureau of Canada.
Turnbull, John	Toronto Public Library	Trustee.
Walker, A. R.	Belleville	Librarian.
Wink, Mrs. J. S.	Port Arthur	Librarian.

NOTE.—In addition to the above there were many Ottawa people present, including not only representatives of the Public Library Board and staff, the Parliamentary Library, and the libraries of the various departments of the Civil Service, but a large number of ladies and gentlemen who had served on the local committee of arrangements.

REPORT OF COMMITTEE ON RESOLUTIONS AMERICAN LIBRARY ASSOCIATION, OTTAWA CONFERENCE.

Your committee beg leave to recommend the adoption of the following minute, to be spread upon the records of the conference, and that copies thereof be forwarded by the secretary to the several bodies and persons mentioned therein.

In its membership and its sympathies, the American Library Association is broadly American. It aims to secure among the librarians of the continent that practical reciprocity in ideals and interests that should everywhere prevail among those engaged in undertakings for the moral and intellectual betterment of humanity.

The association is deeply gratified in being able to hold its 34th annual conference within the Dominion of Canada, whose representatives have for many years prominently participated in the management and deliberations of the Association. Since its meeting in Montreal, twelve years ago, the membership of the association has increased from nine hundred to twenty-three hundred. Toward this expansion (itself a visible sign of that quickening of popular concern in educational affairs, which has been so marked a feature of the past decade), Canada has contributed a goodly share. It is hoped and believed by the Association that this conference may still further inspire and strengthen those public-spirited men and women who, in various capacities, are conducting the public and institutional libraries of the Dominion.

Of the fine temper and professional zeal of its Canadian membership, the association has had frequent evidence; but the experiences of the past eight days have brought to the members from the United States a new, although by no means unexpected, sense of the abundant hospitality of the Canadian colleagues. Any vote of thanks that may be adopted by this association, can seem to the visitors south of the international boundary but cold recognition of the warm sincerity of their greeting in the capital of the great Dominion. It is hoped, however, that between the lines of this fraternal salutation from the men and women of the south, their confreres of the north may read such sympathy and love as words cannot convey.

The association begs to place on record its heartfelt thanks to all of those many Canadians who, in whatever measure, have contributed towards the success of this delightful meeting and to the entertainment of its participants. But to the following men and women who, either officially or personally, have been intimately concerned in preparations for and in the management of the many charming hospitalities that have made this conference so notable in the history of American librarianship, the association unanimously expresses its especial appreciation:—

At Toronto, entertaining the western delegation: The Government of the Province of Ontario, represented by Sir James Whitney, Premier; The Hon. R. A. Pyne, Minister of Education; and Mr. Walter R. Nursey, Inspector of Public Libraries; Professor Needler, Librarian of the University of Toronto; and Professor Lang, Librarian of Victoria College; the Ontario Library Association and its officers; the members of the Toronto Public Library Board, and their Chief Librarian, Mr. George H. Locke.

At Ottawa, the Government of the Dominion, represented by the Hon. George H. Perley, Acting Premier, and the Hon. Martin Burrell, Minister of Agriculture; His Worship the Mayor of the Corporation of the City of Ottawa; The Local Committee of Ottawa, the chairman of which, Dr. Otto Klotz, was represented by Dr. James W. Robertson, C.M.G.; particularly Mr. Lawrence J. Burpee and Mr. D. P. Cruikshank, together with the lady members of the committee; The Ottawa Public Library Board, represented by Alderman Ainslie W. Greene, Chairman; The Canadian Club of Ottawa; the Women's Canadian Club of Ottawa; the Ottawa Electric Railway, represented by its President, Mr. Thomas Ahearn; Mr. John F. Watson, of the Dominion Central Experimental Farm; Consul-General and Mrs. J. G. Foster; Manager F. W. Bergman of the Chateau Laurier, and Manager Mulligan of the New Russell.

In addition to its acknowledgment of the foregoing, the Association wishes to express most sincere appreciation of the cordial message which it received from the Governor-General, H.R.H. the Duke of Connaught who was unfortunately detained at Montreal because of the illness of H.R.H. the Duchess, whose subsequent recovery is a source of international gratification; of the great kindness of Sir Wilfrid Laurier, in consenting to address the conference upon Dominion day; of the excellent address by Dr. George E. Vincent, President of the University of Minnesota and Professor John Macnoughton, of McGill University; and of the admirable arrangements for the Post Conference Tour made by one of the ex-presidents of the Association, Professor Charles H. Gould, Librarian of the McGill University, Montreal.

R. G. THWAITES.

MARY W. PLUMMER.

J. T. JENNINGS.

Committee on Resolutions.

THE PRESIDENT: Ladies and gentlemen, I am sure we all appreciate the comprehensive report of the Secretary. Needless to say that the work of the President is merely honorary when we have such an able and efficient Secretary as Mr. Hardy; he takes the work all off the shoulders of the President. The President has nothing to do but attend meetings and do a little talking once and awhile. What is your pleasure with this Report?

Moved and Seconded that the Report be received and placed on the Minutes. (Carried.)

THE PRESIDENT: There are some resolutions in that report, some suggestions made by Mr. Hardy; they can be taken up under new business.

MR. GAVIN: I move that the report be sent to the Resolutions Committee.

MR. CASWELL: I second that. (Carried.)

THE PRESIDENT: The next order of business is the Report of the Treasurer.

MR. LOCKE: The Treasurer's Report is made up of the small amount that is contributed by the Library Boards and the large amount that is given by the Government. Generally it is not that way. But we have been very fortunate in living under a benign government. I want to draw your attention to the fact that the membership fees amounted to \$117 and legislative grant amounted to \$600, and refund from the Treasury department—we deserve a vote of thanks for that; I think we are the only persons who ever got a refund from the Treasury Department of Ontario—\$278, balance on hand and bank interest carefully gathered in by the Treasurer, \$1.80. We had an income therefore of \$1,142. What I want particularly to point out and get on record is that only \$117 of that comes from the libraries, and even when they send their \$2 check in I have to pay bank charges of 15 cents or else spend time writing a letter and asking them if they would please make it payable at par in the City of Toronto.

REPORT OF THE TREASURER

Statement of Income and Expenditure for 1912-13

Receipts.

Balance on hand, April 9th, 1912	\$145 27
Membership fees	117 00
Legislative grant	600 00
Refund from Treasury Department, Ontario	278 35
Bank interest	1 80
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	\$1,142 42

Expenditure.

Honorarium, E. A. Hardy	\$150 00
Incidental expenses, postage, telephone, etc.	67 34
Clerical work for secretary	78 91
Petty expenses	57 67
Printing, stationery, etc.	393 10
Travelling expenses	65 79
Bank balance	329 61
	<hr/>
	\$1,142 42

Owing to the way in which our \$117 comes in in driblets and owing to the way in which we are able to get our money from the Government we can report to you only just up to date; there is no such thing as clearing up the year's books with the Treasury Department of this institution, because I see some cash out on the table just now. Ordinarily that ought to be included in this year. This amount would have been larger only I had to send on Saturday three or four checks back so that we should be able to get them paid at par in the City of Toronto and save that much money to the Library Association. As far as money is concerned it is an especially gratifying thing, the way the government has acted during all this last year in regard to the Ontario Library Association. The government appreciate that a great many people in the Ontario Library Association are giving their time and energy on behalf of public libraries and giving it to them for nothing, for their interest in the libraries, and therefore those who do not work as hard manage to get the same benefit as those who give our time and our interest and our work in regard to forwarding the work of public libraries in the Province of Ontario. (Applause.)

THE PRESIDENT: I am sure that is a very happy result, to have \$300 in the Treasury.

MR. LEE: I move that this Report be received and adopted, and that our thanks be tendered Dr. Locke for his services as Treasurer. I do not know whether he will take them or not but he deserves them. Further, I think we ought to extend our appreciation as an Association of the bountifulness of the government under which we live in this province. We do not recognize politics in this Association; if we did I might not move this vote of thanks. But I believe in giving honor to whom honor is due and giving justice to whom justice is due. So, Mr. President, I have much pleasure in moving this vote of thanks.

MR. KERR seconds the motion, which is carried.

THE PRESIDENT: The next order of business is the Reports of Committees. Quarterly list of books by Mr. Hardy, Toronto.

THE SECRETARY: I think I can make this Report very brief.

REPORT OF THE COMMITTEE ON SELECTED LIST OF BOOKS FOR 1913.

The Ontario Library Association at its first Annual Meeting, April 8 and 9, 1901, appointed a committee "to issue lists of books from time to time to serve as guides to our Libraries." The Minister of Education agreed to defray the cost of printing and distributing these lists and the first list was prepared by Dr. Bain and Mr. W. Geo. Eakins, and presented at the second annual meeting in 1902. From that time the lists have been issued each year, developing during these past three years into quarterly issues. The following table is a complete list of all the lists:

THE ISSUES TO DATE.

- 1902. Vol. I.—Books of 1901.
- 1903. Vol. II.—Books of 1902.
- 1904. Vol. III.—Books of 1903.
- 1905. Vol. IV.—Books of 1904.
- 1906. Vol. V.—Books of 1905.

Catalogue of Children's Books recommended for Public Libraries; compiled by Norman Gurd, B.C.L., Miss C. A. Rowe, Miss Effie A. Schmidt.

1907. Vol. VI.—Books of 1906.

1908. Vol. VII.—1. Books of 1907.
" VII.—2. Books of first half of 1908.

1909. Vol. VIII.—1. Books of 1907 and 1908.

1910. Vol. IX.—1. Later Books of 1909 and a Short Bibliography of Canadian Poetry (English). 313 titles.
" " " 2. Books of 1909 and 1910 and a short Bibliography of Canadian Fiction (English). 420 titles.
" " " 3. Later Books of 1910 and a Short Bibliography of Agricultural Books. 261 titles.

1911. Vol. X.—1. (a) Selections of Best Books of 1910. } 359 titles.
(b) Forthcoming Books of Spring, 1911.
(c) Suggestive paragraphs in Library Methods.
" " " 2. Books for Boys and Girls, published 1906-10. 1,100 titles.
" " " 3. (a) Books of late 1910 and first half of 1911. } 608
(b) Announcements of Fall Books (Fiction). } titles.
" " " 4. (a) Select Bibliography of Books of Reference. } 480
(b) Announcements of Fall Books (Non-Fiction). } titles.

1912. Vol. XI.—1. Selections of the Best Books of 1911. 450 titles.
" " " 2. (a) Books of first half of 1912. 525 titles.
(b) Suggestions by Inspector of Public Libraries.
(c) A Paper on "Books for the Home and the Children."
" " " 3. Sets of Series issued by various Publishers suitable for library purposes. 600 sets or series.
" " " 4. Announcements of Books of latter half of 1912. 575 titles.

1913. Vol. XII.—1. (a) Selections of Best Books of 1912. 530 titles.
(b) Suggestions by Inspector of Public Libraries.

During the past year one of the issues was devoted especially to informing the smaller libraries as to the sets and series available for their purposes. The catalogue of British and Canadian publishers show that they have some 600 series now in print and that many of these are admirably adapted for library purposes, inasmuch as they cover practically every department of literature, standard and current. Similar lists of American publishers will be issued in Part 3 of this year's list.

These lists are regularly sent through the Department of Education, Ontario, not only to the Public Libraries of Ontario, but also to the High Schools and Continuation Schools of the Province (about 300). They are also sent to the leading Publishers of Canada, Great Britain and the United States; to members of the Ontario Library Association; to the leading Library and Literary Journals—Canadian, British, and American; to the Library Schools and the Library Commissions of the United States; and to leading Librarians in Great Britain, United States and the other Provinces of Canada.

The courtesy of the following journals in sending their publications as exchanges is gratefully acknowledged:

Publishers' Weekly, New York.
 Dial, Chicago.
 Bookseller and Stationer, Toronto.
 Library Journal, New York.
 Library Association, Record, London.
 Library Assistant, London.
 Book Review Digest, Minneapolis.
 Cumulative Book Index, Minneapolis.
 Reader's Guide to Periodical Literature, Minneapolis.

The co-operation of the publishers in sending catalogues, announcements and other information is also acknowledged with appreciation.

The committee desires to express again its great appreciation of the assistance of the Minister of Education, the Deputy Minister and the Inspector of Public Libraries for their generous assistance in printing and distributing these Quarterly Lists.

C. R. CHARTERIS.
 L. J. BURPEE.
 G. H. LOCKE.
 H. H. LANGTON.
 E. A. HARDY.

I move the adoption of the Report.

MR. GAVIN seconds the motion, which is carried.

THE PRESIDENT: The next is Public Documents, L. J. Burpee, Ottawa. He is not present and the Secretary will read his Report.

THE SECRETARY reads Report.

REPORT OF COMMITTEE OF PUBLIC DOCUMENTS.

Your Committee regrets its inability to report the attainment of any definite steps looking to the adoption, either by the Dominion or Provincial Governments, of a comprehensive and adequate scheme for the distribution of public documents to public libraries. So far as the Dominion Government is concerned, your Committee had hoped to have made some progress with the Joint Committee on Printing, but the pre-occupation of Parliament with other matters has made it impossible to get the ear of the Committee. Your Committee hopes for better success later, and in the meantime recommends that the Committee be continued.

L. J. BURPEE.
 E. A. HARDY.

I would move the adoption of the Report.

MR. SYKES seconds the motion. (Carried.)

THE PRESIDENT: The next is Library Institutes. This was to have been presented by Mr. Cameron, but he is in the West.

MR. GURD reads Report.

Report of the Committee on Public Library Institutes, 1912-13.

The annual report of the Public Library Institutes Committee for 1912-1913 is the most satisfactory yet presented. All of the fourteen Institutes report successful meetings. The attendance has been about the same as last year, but the interest has shown a steady increase. The result of the past four years of these Institutes is apparent in the increased realization and understanding of library problems and the growing desire to increase the efficiency of the library. This is equally true of both trustees and librarians. The fact that this year the Institutes were extended to two days length and were turned into elementary schools of instruction is most encouraging, and the Committee are planning for a continuance of this type of Institute in 1913. A very interesting outcome of the Institutes is the increased number of applications for the services of the Cataloguer of the Department, the Inspector reporting some 36 applications in hand.

The following tables and statistical information give detailed data about each Institute and library as well as summaries. They are worth the careful study of all who are interested in the development of library work in Ontario. Perhaps the most significant summary statement is this, that of the 388 libraries on the active list only 38 have not sent representatives to the Institutes. Of these 38, some have already been visited and have promised to be represented last year, but every one should be visited or communicated with this year. We should not be content until every public library in the province is in active touch with the organized library movement.

REPORT OF THE COMMITTEE ON PUBLIC LIBRARY INSTITUTES, 1912-1913

District	Place	Date	1912-1913		1911-1912		1910-1911		1909-1910	
			Libraries not represented		Libraries represented		Libraries not represented		Libraries represented	
			Total	Total	Total	Total	Total	Total	Total	Total
Brantford	Ingersoll	July 8-9, 1912	25	9	34	29	18	17	22	15
Chatham	Chatham	July 15-16	25	12	37	25	19	18	37	23
Eastern	Port Arthur	July 22-23	5	2	7	5	1	6	.....	.....
London	New Liskeard	July 25-26	7	15	22	11	6	22	10	11
London	Bracebridge	July 29-30	21	16	37	16	7	25	22	9
London	Orillia	Aug. 1-2	16	6	22	18	7	25	8	16
London	Niagara	Aug. 8-9	15	11	26	32	23	26	30	23
London	Beamsville	Oct. 15-16	24	31	55	18	5	23	8	14
London	Ottawa	Oct. 22-23	13	10	23	16	4	20	21	13
London	Richmond Hill	Nov. 11-12	18	4	22	21	11	32	22	10
London	London	Nov. 14-15	30	15	45	20	17	36	20	17
London	Stratford	Nov. 19-20	17	15	32	18	8	26	19	7
London	Guelph	Nov. 21-22	19	11	30	15	15	30	18	12
London	Brampton	Nov. 26-27	15	11	26	28	17	45	26	17
London	Kingston	Duplicates	250	168	418	272	142	414	224	175
London	Belleville		250	168	418	272	142	414	221	175
Orangeville	Orangeville		250	168	418	272	142	414	221	175
Belleville	Belleville		250	168	418	272	142	414	221	175

ATTENDANCE AT INSTITUTES. 1909-10-11-12.

x. Denotes attendance. a. Denotes absence.

BRANTFORD 34.

	1909-10	1910-11	1911-12	1912		1909-10	1910-11	1911-12	1912
Brant 7.					Oxford—Continued.				
Brantford	x	x	x	x	Ingersoll	x	x	x	x
Burford	a	a	x	a	Kintore	x	x	x	a
Glen Morris	x	x	x	a	Norwich	x	x	x	a
New Durham	x	x	x	x	Ottersville	a	a	x	x
Paris	x	x	x	x	Plattsburgh	x	x	x	x
Scotland	x	a	x	x	Princeton	a	x	x	x
St. George	x	x	x	x	Tavistock	x	a	x	x
	6	6	7	5	Thamesford	x	a	x	a
Wentworth 6.					Tillsonburg	x	x	a	x
Dundas	x	x	x	x	Woodstock	x	x	x	x
Hamilton	x	a	x	x					
Lynden	x	a	x	x	Norfolk 6.				
Millgrove	a	a	x	a	Bloomsburg	a	a	a	a
Saltfleet	a	a	x	a	Delhi	a	a	x	x
Waterdown	x	x	x	x	Port Dover	a	a	a	x
	4	2	6	4	Port Rowan	a	a	a	x
Oxford 15.					Simcoe	x	a	x	x
Brownsville	a	a	x	x	Waterford	x	x	x	x
Burgessville	a	a	x	x					
Drumso	a	a	x	x					
Embro	x	x	x	x					
Harrington	x	x	x	x					

CHATHAM 37.

	1909-10	1910-11	1911-12	1912		1909-10	1910-11	1911-12	1912
Essex 8.					Elgin West—Continued.				
Amherstburg	x	x	x	x	Shedden	x	x	x	a
Comber	a	a	x	x	St. Thomas	x	x	x	x
Essex	a	x	x	x					
Harrow	a	x	x	x					
Kingsville	a	x	x	x	Lambton, 16.				
Leamington	a	a	x	x	Alvinston	a	a	a	a
Walkerville	x	a	x	x	Arkona	a	a	x	x
Windsor	x	x	x	x	*Brigden	x	a	x	x
	3	5	8	8	Bunyan	a	a	a	a
Kent 9.					*Camlachie	x	a	x	x
Blenheim	x	x	x	x	*Copleston	a	x	x	x
Bothwell	a	a	x	x	*Forest	a	a	x	x
Chatham	x	x	x	x	*Inwood	a	a	x	x
Duart	a	a	a	a	*Oil Springs	a	a	x	x
Ridgetown	x	x	a	x	Petrolia	a	a	a	x
Romney	x	a	x	x	Point Edward	a	a	x	x
Thamesville	x	x	a	a	Sarnia	x	x	x	x
Tilbury	x	x	a	x	Shetland	x	a	x	x
Wallaceburg	x	x	a	x	Theford	a	x	x	x
	7	6	4	7	Watford	x	x	x	x
Elgin West 4.					Wyoming	a	a	a	a
Dutton	a	x	a	a					
Rodney	a	a	a	a					

* Brigden attended London institute, 1912.

Camlachie " " 1910.

Copleston " " 1911.

Forest " " 1909, 1910, 1911.

Inwood " " 1909, 1910, 1911, 1912.

Oil Springs " " 1909, 1910

ATTENDANCE AT INSTITUTES. 1909-10-11-12.

x. Denotes attendance.
a. Denotes absence.

WESTERN 7.

—	1909-10	1910-11	1911-12	1912	—	1909-10	1911-12	1912
Kenora 2.					Thunder Bay 3.			
Dryden	x	x	Fort William .....	.....	x	x
Kenora	x	a	Port Arthur .....	.....	x	x
Rainy River 2.			2	1	Schreiber.....	.....	x	x
Fort Francis.....	a	a		.....	3	3
*Rainy River	x			.....	6	5
			1	1				

*New Library.

NORTHERN 22.

—	1909-10	1910-11	1911-12	1912	—	1909-10	1911-12	1912
Algoma 5.					Parry Sound 6.			
Bruce Mines	a	a	Burk's Falls.....	.....	x	x
Chapleau	a	a	Callender.....	.....	a	x
Marksville.....	a	a	Depot Harbor .....	.....	x	x
Sault Ste. Marie	x	a	a	Parry Sound.....	.....	a	x
Thessalon	a	a		South River.....	.....	x	a
Manitoulin 4.			1	0	Trout Creek .....	.....	x	a
Cockburn Island.....	a	a			.....	4	2
Gore Bay	x	x					
Little Current	x	a		Sudbury 2.			
Manitowaning	a	a		Copper Cliff .....	.....	a	x
Nipissing 5.					Victoria Mines .....	.....	x	x
Haileybury	x	x			.....	1	1
Hillview.....	a	a			.....	11	7
New Liskeard.....	x	x					
North Bay.....	x	x					
Sturgeon Falls.....	a	a					
			3	3				

ATTENDANCE AT INSTITUTES. 1909-10-11-12.

x. Denotes attendance.

a. Denotes absence.

LINDSAY 37.

	1909-10	1910-11	1911-12	1912		1909-10	1910-11	1911-12	1912
Peterborough 4.					Victoria 12.				
Hastings.....	a	a	x	x	Bobcaygeon.....	x	x	a	a
Lakefield.....	a	x	x	x	Cambray.....	x	x	a	x
Norwood.....	x	x	x	a	Fenelon Falls.....	x	x	x	a
Peterborough.....	x	x	x	a	Kinmount.....	a	a	n	x
	2	3	4	2	Kirkfield.....	a	a	a	x
Durham 4.					Lindsay.....	x	x	x	a
Bowmanville.....	a	x	x	x	Little Britain.....	x	n	a	a
Millbrook.....	x	a	a	x	Manilla.....	x	x	x	x
Orono.....	a	a	a	a	Norland.....	a	a	a	a
Port Hope.....	x	a	x	x	Oakwood.....	x	a	a	a
	2	1	2	3	Omemei.....	x	x	x	x
					Woodville.....	a	x	x	x
						8	7	5	5
Ontario 10					Haliburton 2.				
Beaverton.....	x	x	x	x	Haliburton.....	a	x	x	x
Brooklin.....	a	x	a	x	Minden.....	a	n	a	a
Cannington.....	a	a	x	x		0	1	1	1
Claremont.....	x	x	x	x	Muskoka 5.				
Oshawa.....	x	x	x	x	Baysville.....	x	a	a	a
Pickering.....	a	x	a	a	Bracebridge.....	x	x	x	x
Port Perry.....	x	a	a	x	Gravenhurst.....	a	a	x	x
Sunderland.....	a	a	a	a	Huntsville.....	x	n	a	x
Uxbridge.....	x	x	x	x	Port Carling.....	a	a	a	a
Whitby.....	a	x	x	a		2	1	2	3
	5	7	6	7		19	20	20	21

GEORGIAN 22.

	1909-10	1910-11	1911-12	1912		1909-10	1910-11	1911-12	1912
Simcoe 18.					Simcoe 18—Continued.				
Alliston.....	a	a	a	a	Stayner.....	a	x	x	x
Angus.....	x	x	x	x	Sumnidale.....	a	a	x	a
Barrie.....	x	x	x	x	Tottenham.....	a	a	a	a
Beeton.....	x	a	x	x		8	9	13	13
Bradford.....	x	x	a	x	Grey, N.E. 4.				
Coldwater.....	a	a	a	a	Clarksburg.....	x	x	x	x
Collingwood.....	x	x	x	x	Meaford.....	x	a	x	x
Cookstown.....	a	a	x	a	Singhampton.....	a	a	a	x
Creemore.....	a	x	x	x	Thornbury.....	x	a	x	x
Elmvale.....	a	x	x	x		3	1	3	3
Hillsdale.....						11	10	16	16
Lefroy.....	x	a	x	x					
Midland.....	x	a	x	x					
Orillia.....	a	x	x	x					
Penetanguishene.....	x	x	a	x					

ATTENDANCE AT INSTITUTES. 1909-10-11-12.

x. Denotes attendance.
a. Denotes absence.

NIAGARA 26.

	1909-10	1910-11	1911-12	1912		1909-10	1910-11	1911-12	1912
Lincoln 8.					Haldimand 9.				
Abingdon	a	a	a	a	Caledonia	a	a	x	x
Beamsville	x	x	x	x	Canfield	a	x	x	x
Grantham	a	a	a	a	Cayuga	a	x	x	x
Grimsby	a	x	x	a	Cheapside	a	a	x	a
Merritton	x	x	a	a	Dunnville	a	x	x	x
Niagara	a	x	a	a	Jarvis	a	x	x	x
Smithville	x	x	x	x	Nanticoke	a	x	x	x
St. Catharines	x	x	x	x	Victoria (Caledonia P.O.)	a	a	x	a
	4	6	4	3	*Hagersville .....	....	5	7	7
Welland 9.						....	9	17	18
Bridgeburg	p	a	x	x					15
Fonthill	x	x	x	x					
Fort Erie	a	x	x	a					
Niagara Falls	x	x	x	x					
Port Colborne	x	a	x	a					
Ridgeway	a	x	x	x					
Stevensville .....	....	....	x	a					
Thorold	x	x	a	x					
Welland	x	x	a	a					
	5	6	7	5					

*Hagersville attended Brantford institute in 1909 and 1910.

YORK 23.

	1909-10	1910-11	1911-12	1912		1909-10	1910-11	1911-12	1912
York 23.					York—Continued.				
Aurora	a	x	x		Runnymeade .....	....	x	x	x
Bracondale	a	a	a		Scarboro .....	....	a	a	a
Don	x	x	x		Schomberg .....	....	a	x	x
Highland Creek	a	x	a		Stouffville .....	....	x	x	x
Islington	x	x	x		Sutton .....	....	a	x	x
King	a	a	a		Thornhill .....	....	a	a	a
Maple	a	a	a		Toronto .....	....	a	x	x
Markham	a	x	a		Unionville .....	....	x	x	x
Mount Albert	a	x	x		Weston .....	....	x	x	x
Newmarket	x	x	x		Woodbridge .....	....	a	x	a
North Toronto	x	x	a			....	8	18	13
Queensville	a	x	x						
Richmond Hill	a	x	x						

ATTENDANCE AT INSTITUTES. 1909-10-11-12.

x. Denotes attendance.

a. Denotes absence.

EASTERN 55.

	1909-10	1910-11	1911-12	1912			1909-10	1910-11	1911-12	1912
Prescott 2.					Grenville 6.					
Hawkesbury	a	a	a	a	Cardinal		x	x	x	x
Vankleek Hill	x	a	x	a	Easton's Corners		x	x	a	x
	1	0	1	0	Kemptville		a	x	x	x
Glengarry 4.					Merrickville		x	a	a	a
Dunvegan	x	x	x	x	Oxford Mills		x	a	a	a
Lancaster	x	x	x	x	Prescott		x	x	x	x
Maxville	a	a	a	a			5	4	3	3
Williamstown	a	a	a	x	Leeds 5.					
	2	2	2	3	Brockville		a	x	x	a
Stormont 3.					Gananoque		x	a	x	x
Avonmore	a	a	a	a	Lynn		x	x	a	x
Cornwall	x	x	x	x	Mallortown		a	x	a	x
Newington	x	x	x	x	Westport		a	a	a	a
	2	2	2	2			2	3	3	2
Dundas 6.					Lanark 12.					
Chesterville	a	a	x	x	Allan's Mills		a	a	a	a
Iroquois	a	a	a	x	Almonte		x	a	x	x
Matilda	a	a	a	a	Carleton Place		x	a	x	x
Morrisburg	x	x	x	x	Dalhousie		a	a	a	a
South Mountain	a	x	x	x	Elphin		x	x	x	a
Winchester	a	a	x	x	Lanark		a	x	x	x
	1	2	4	4	Middleville		a	a	a	a
Russell 1.					Pakenham		x	x	a	a
Russell	a	x	x	a	Perth		x	x	x	a
	0	1	1	0	Poland		a	a	a	x
Carleton 8.					Smith's Falls		x	x	x	a
Carp	a	a	x	a	Watson's Corners		a	a	a	a
Corkery	a	a	a	a			6	5	6	4
Kars	a	a	x	a	Renfrew 8.					
Manotick	a	a	x	x	Admaston		x	a	x	x
Metcalfe	a	a	a	a	Arnprior		x	x	a	a
North Gower	x	x	x	a	Cobden		a	a	a	a
Ottawa	x	x	x	x	Douglas		a	a	a	a
Richmond	a	a	x	x	Foresters' Falls		a	x	x	x
	2	2	6	3	Pembroke		x	x	x	x
					Renfrew		a	x	x	x
					White Lake		a	a	a	a
							3	4	4	3
							23	25	32	24

ATTENDANCE AT INSTITUTES. 1909-10-11-12.

x. Denotes attendance.

a. Denotes absence.

LONDON 22.

	1909-10	1910-11	1911-12	1912		1909-10	1910-11	1911-12	1912
Middlesex 17.					Middlesex—Continued.				
Ailsa Craig	x	x	x	x	Strathroy	x	x	x	x
Belmont	x	a	x	x	Wordsville	x	x	x	x
Coldstream	x	x	x	x		12	11	14	16
Dorchester	x	x	x	x	Elgin East 5.				
Glenworth				x	Aylmer	x	a	a	x
Glencoe	a	x	x	a	Bayham	a	x	a	x
Harrietsville				x	Port Stanley	a	x	x	x
Komoko	x	x	x	x	Sparta	a	a	a	a
London	x	x	x	x	Springfield	x	x	x	a
Lucan	a	a	x	x		2	3	2	2
Melbourne	x	x	a	x		14	14	16	18
Mount Brydges	x	x	x	x					
Napier			x	x					
Newbury	x	x	x	x					
Parkhill	x	a	x	x					

STRATFORD 45.

	1909-10	1910-11	1911-12	1912		1909-10	1910-11	1911-12	1912
Huron 16.					Bruce 20—Continued.				
Auburn	a	x	x	x	Pinkerton	x	a	a	x
Blythe	a	a	a	a	Port Elgin	x	x	a	a
Brucefield	x	x	x	x	Ripley	x	x	x	x
Brussels	x	x	x	x	Riversdale	a	a	x	a
Clinton	x	x	a	a	Southampton	a	a	a	x
Dungannon	a	a	x	a	Tara	a	x	a	x
Ethel	x	x	x	x	Teeswater	a	a	x	x
Exeter	x	x	x	x	Underwood	x	a	a	x
Goderich	x	x	x	x	Walkerton	x	x	x	x
Gorrie	x	x	a	a	Westford	a	a	x	a
Hensall	a	x	a	a	Wiarton	a	a	a	x
Seaford	x	x	x	x		10	6	8	11
St. Helens	x	x	x	x	Perth 9.				
Walton	x	x	a	x	Atwood	x	a	x	x
Wingham	x	x	x	x	Fullerton			x	x
Wroxeter	x	x	a	x	Listowel	x	x	x	x
	12	14	10	11	Milverton	x	x	x	x
Bruce 20.					Mitchell	x	x	x	x
Bervie	a	a	a	a	Monkton	x	x	x	x
Cargill	x	a	x	x	Shakespeare	x	a	a	a
Chesley	x	a	a	x	Stratford	x	x	x	x
Elmwood	x	x	x	x	St. Mary's	x	x	a	x
Glamis			a	a		8	6	7	8
Kincardine	a	a	a	a		30	26	25	30
Lucknow	a	a	a	a					
Mildmay	x	a	x	x					
Paisley	x	x	x	x					

ATTENDANCE AT INSTITUTES. 1909-10-11-12.

x. Denotes attendance.

a. Denotes absence.

GUELPH 32.

	1909-10	1910-11	1911-12	1912		1909-10	1910-11	1911-12	1412
Waterloo 11.					Wellington—Continued.				
Ayr	x	x	x	x	Erin	x	x	a	x
Berlin	x	x	x	x	Fergus	x	x	x	x
Elmira	x	x	x	a	Guelph	x	x	x	x
Galt	x	x	x	x	Harriston	x	a	a	x
Hawkesville	x	x	x	a	Morriston	x	a	x	x
Hespeler	x	x	x	x	Mount Forest	a	x	x	x
New Dundee	x	a	a	x	Palmerston	x	x	x	x
New Hamburg	a	a	a	a	Rockwood	a	x	a	a
Preston	a	a	x	a	Speedside	a	x	a	a
Waterloo	x	x	x	x		13	12	9	9
Wellesley	x	x	a	a	Halton 5.				
	9	8	8	6	Acton	a	a	x	a
Wellington 16.					Burlington	x	x	a	a
Alma	x	a	a	a	Georgetown	a	x	x	x
Arthur	x	x	x	x	Milton	a	a	x	x
Bellwood	x	a	x	x	Oakville	x	a	x	x
Clifford	x	x	x	a		2	2	4	2
Drayton	x	x	x	x		24	22	21	17
Ennottville	x	x	a	a					
Elora	x	x	x	x					

ORANGEVILLE 30.

	1909-10	1910-11	1911-12	1912		1909-10	1910-11	1911-12	1912
Peel 11.					Grey (except N. E.) 13.				
Alton	x	a	a	x	Ayton	a	a	a	a
Belfountain	x	a	a	x	Badjeros	a	a	a	a
Boiton	x	x	x	x	Chatsworth	a	a	a	a
Brampton	x	x	a	x	Dromore	a	a	a	a
Caledon	x	x	x	x	Dundalk	a	a	x	x
Claude	x	a	a	x	Durham	x	x	x	x
Inglewood	x	x	x	x	Hanover	x	x	x	x
Mono Mills	x	x	x	x	Holstein	a	x	x	x
Mono Road	x	x	a	a	Kemble	x	x	x	x
Port Credit	a	a	a	x	Lake Charles	x	x	x	a
Streetsville	a	x	a	a	Markdale	x	x	x	x
	9	7	4	9	Owen Sound	x	x	x	x
Dufferin 6.					Priceville	x	a	a	a
Grand Valley	x	x	x	x		7	7	7	6
Honeywood	a	x	x	x		20	18	15	19
Mono Centre	x	x	a	a					
Orangeville	x	x	x	x					
Relessey	a	a	a	a					
Shelburne	x	x	x	x					
	4	4	4	4					

ATTENDANCE AT INSTITUTES. 1909-10-11-12.

x. Denotes attendance.
a. Denotes absence.

BELLEVILLE 26.

	1909-10	1910-11	1911-12	1912			1909-10	1910-11	1911-12	1912
Prince Edward 1					Hastings—Continued.					
Picton.....	x	x	x	x	Trenton	x	a	a	a	
	1	1	1	1	Tweed.....	x	x	x	x	
Lennox 3.							7	6	6	6
Bath.....	a	a	x	a	Northumberland 8.					
Napanee.....	x	a	x	a	Brighton	x	a	a	a	
Odessa.....	a	x	x	x	Campbellford	x	x	x	x	
	1	1	3	1	Cobourg	x	x	x	x	
Addington 3.					Colborne.....	x	x	x	x	
Camden East.....	a	a	a	a	Coldsprings.....	a	x	x	x	
Napanee Mills.....	x	x	x	a	Gore's Landing.....	x	x	x	a	
Newburgh.....	x	x	x	x	Grafton	x	x	x	x	
	2	2	2	1	Warkworth.....	x	x	a	a	
Hastings 8.							7	7	5	5
Belleville.....	x	x	x	x	Frontenac 3.					
Deseronto.....	a	x	x	x	Garden Island.....	a	a	a	a	
Frankford.....	x	x	x	x	Kingston	a	x	a	x	
Madoc.....	x	x	x	x	Sydenham	a	x	x	a	
Marlbank.....	x	a	a	a			0	2	1	1
Sterling.....	x	x	x	x			18	19	18	15

SUMMARY OF ATTENDANCE.

Institute.	No. Libraries.	Attendance at Institutes.				
		at 4	at 3	at 2	at 1	at 0
Brantford.....	34	12	9	7	4	2
Chatham	37	7	13	8	3	6
Western	7	.....	.....	4	2	1
Northern	22	.....	.....	7	4	11
Lindsay	37	7	9	9	6	6
Georgian	22	4	11	1	2	4
Niagara	26	5	7	7	3	3
Eastern	55	11	10	13	6	15
York	23	.....	7	7	4	5
London	22	9	5	4	3	1
Stratford.....	45	17	6	8	9	5
Guelph	32	11	6	8	6	1
Orngeville	30	13	3	6	2	6
Belleville.....	26	12	3	4	5	2
	418	108	89	93	60	68

HONOR ROLLS

I. Counties in which every library has attended one or more Institutes.

Institutes.	—	County.	No. of Libraries in County.
Brantford	34	Brant	7
		Wentworth	6
		Oxford	15
Chatham	37	Essex	8
Western	7	Kenora	2
Northern	22	Thunder Bay	3
Lindsay	37	None	
Georgian	22	Peterborough	4
Niagara	26	None	
Eastern	55	Welland	9
		Grenville	6
		Russell	1
York	23	None	
London	22	Middlesex	17
Stratford	45	Perth	9
Guelph	32	Wellington	16
		Halton	1
Orangeville	30	Peel	11
Belleville	26	Prince Edward	1
		Lennox	3
		Hastings	8
		Northumberland	3
	418		134

HONOR ROLLS.

II. Counties in which every library in County attended in same year.—100% attendance.

Institute.	Year.	County.	No. Libraries in County.
Brantford	1911-12	Brant	7
	1911-12	Wentworth	6
Chatham	1911-12	Essex	8
	1912	Essex	8
Western	1911-12	Kenora	2
	1911-12	Thunder Bay	3
Northern		None.	
Lindsay	1911-12	Peterborough	4
Georgian		None.	
Niagara		None.	
Eastern	1910-11	Russell	1
	1911-12	Russell	1
York		None.	
London		None.	
Stratford		None.	
Guelph		None.	
Orangeville		None.	
Belleville	{ 1909-10 1910-11 } 1911-12 1912 1911-12	Prince Edward	1
		Lennox	3

LIBRARIES THAT HAVE NOT BEEN REPRESENTED AT ANY OF THE INSTITUTES.

Institute	No. Libraries in Institute.	No. Libraries not represented.	County.	No. of Libraries in County.	Library.
Brantford	34	2	Brant..... Wentworth	7 6	None. None.
			Oxford	15	None.
			Norfolk	6	Bloomsburg. ***
Chatham	37	6	Essex..... Kent	8 9	Port Dover. None.
			Elgin West	4	Duart. Rodney. **
			Lambton	16	Alviston. *** Bunyan. ** Petrolea. ** Wyoming. **
Western.....	7	1	Kenora..... Rainy River..... Thunder Bay	2 2 3	None. Fort Frances ** None.
Northern	22	11	Algoma.....	5	Bruce Mines. *** Chapleau. *** Marksville. Thessalon. ***
			Manitoulin	4	Cockburn Is'd. ***
			Nipissing	5	Manitowaning. ***
			Parry Sound	6	Hillview. Sturgeon Falls. **
Lindsay	37	6	Sudbury	2	Callender. *** Parry Sound. Copper Cliff.
			Peterborough	4	None.
			Durham	4	Orono.
			Ontario.....	10	Sunderland.
			Victoria	12	Kinmount. Norland.
			Haliburton	2	Minden.
			Muskoka	5	Port Carling.
Georgian	22	4	Simcoe	18	Alliston. ** Coldwater. ** Tottenham. Southampton.
			Grey, N.E.....	4	
Niagara	26	3	Lincoln.....	8	Abingdon. Grantham.
			Welland	9	None.
Eastern	55	15	Haldimand.....	9	Cheapside.
			Prescott.....	2	Hawkesbury. ***
			Glengarry	4	Maxville. ***
			Stormont	3	Avonmore. ***
			Dundas	6	Matilda. None.
			Russell.....	1	Corkery.
			Carleton.....	8	Metcalfe. ***
			Grenville	6	None.
			Leeds	5	Westport. ***
			Lanark.....	12	Allan's Mills. *** Dalhousie. Middleville. Poland. *** Watson's Corners ***

LIBRARIES THAT HAVE NOT BEEN REPRESENTED, ETC.—Continued.

Institute.	No. Libraries in Institute.	No. Libraries not represented.	County.	No. Libraries in County.	Library.
Eastern—Continued.					
York	23	5	Renfrew	8	Cobden. Douglas. White Lake. Bracondale. King. *** Maple. ** Scarboro. Thornhill. ***
London	22	1	Middlesex	17	None.
			Elgin East	5	Sparta.
Stratford	45	5	Huron	16	Blythe.
			Bruce	20	Bervie. *** Glammis. Kincardine. • Lucknow.
Guelph	32	1	Perth	9	None.
			Waterloo	11	New Hamburg.
			Wellington	16	None.
Orangeville	30	6	Halton	5	None.
			Peel	11	None.
			Dufferin	6	Relessey. **
			Grey	13	Ayton. Badjeros. Chatsworth. Dromore. *** Dundalk.
Belleville	26	2	Prince Edward	1	None.
			Lennox	3	None.
			Addington	3	Camden East.
			Hastings	8	None.
			Northumberland	8	None.
			Frontenac	3	Garden Island.
Totals.....	418	68			
Deduct inactive Libraries marked with stars.....		30			
Total active Libraries not yet in attendance as Institutes.		38			

Libraries in preceding list marked with two stars and three stars have not sent in their annual report to the Inspector of Libraries for the past two and three years, respectively, and are, therefore, "no longer on the active list of libraries, and either have been, or will be, closed in compliance with the Public Libraries Act of 1909."

OFFICERS, 1913-1914.

Brantford—

President—Rev. W. H. Johnston, B.A., Chesterfield.

Secretary—A. W. Cameron, B.A., Woodstock.

Executive Committee—E. D. Henwood, Brantford; H. F. Cook, B.A., Simcoe; Miss M. McLeod, Harrington; Adam Hunter, Hamilton; J. G. Gibson, Ingersoll; A. E. Green, St. George.

Next meeting at Hamilton.

Chatham—

President—J. A. Short, Essex.

Secretary—W. J. Elliott, Kingsville.

Executive Committee—W. E. Fitzgerald, Watford; A. Denholm, Blenheim; J. W. Hamilton, Sarnia; C. R. Charteris, M.D., Chatham.

Next meeting at St. Thomas.

Western—

President—Rev. H. Dickson, Rainy River.

Vice-President—B. W. L. Howell, B.A., Port Arthur.

Secretary—Mrs. Berggren, Fort William.

Executive Committee—Alexander McGregor, Schreiber; Rev. H. S. Bennett, Dryden; Mrs. J. S. Wink, Port Arthur.

Next meeting at Fort William.

Northern—

President—J. J. Wilson, D.D.S., Burk's Falls.

Vice-President—C. A. Byam, New Liskeard.

Secretary—Rev. D. Roy Gray, Burk's Falls.

Executive Committee—Wm. McKenzie, North Bay; W. H. Johnson, Gore Bay; H. Sinclair, Victoria Mines; Mrs. T. Jarrett, Haileybury.

Next meeting at North Bay.

Georgian—

President—Rev. F. W. Gilmour, B.A., Penetanguishene.

Vice-Presidents—Bruce Murphy, Orillia; David Williams, Collingwood.

Secretary—A. F. Hunter, M.A., Barrie.

Executive Committee—A. Madden, Stayner; W. J. Thorburn, Midland; A. H. Cuttle, Collingwood; Rev. F. Smith, Bradford; Dr. McClinton, Elmvale; Rev. J. Burkholder; P. J. Frawley, Hillsdale; Miss S. Hunter, Meaford; Rev. W. S. Irwin, Angus; L. F. Boyd, Thornbury; Rev. A. C. Miles, Creemore.

Next meeting at Midland.

Niagara—

President—M. J. Dalton, Fonthill.

Vice-President—T. W. Shipman, Smithville.

Secretary-Treasurer—Miss Mary T. Butters, Niagara Falls.

Executive Committee—W. H. Arison, Niagara Falls; Miss Grace Weeks, Thorold; Miss Etta Scott, Ridgeway; A. H. Ware, Beamsville.

Next meeting at Dunnville.

Eastern—

President—Dr. P. C. McGregor, Almonte.

Vice-President—Miss Alma Beatty, Pembroke.

Secretary—Miss Jessie Sproule, Public Library, Ottawa.

Executive Committee—William Stewart, Lancaster; John Geale, Renfrew; Miss Mary Saxe, Westmount; J. N. Eastman, Morrisburg; Miss L. Clarke, Cornwall.

Next meeting at Ottawa.

York—

President—W. H. Cross, Runnymede.

Vice-President—Mrs. W. Shields, Mount Albert.

Secretary—Henry Durrant, Runnymede.

Executive Committee—Joseph Nason, LL.B., Weston; H. M. Wodson, Runnymede; J. D. Evans, Islington; James Muirhead, Don; Dr. D. Coutts, Scarborough.

Next meeting at Runnymede.

London—

President—Rev. N. A. Campbell, Inwood.

Vice-President—Dougal G. Gray, Coldstream.

Secretary—

Executive Committee—Mrs. A. Douglas, Wardsville; T. W. Strachan, Belmont; R. H. Bellamy, Mt. Brydges.

Next meeting at London.

Stratford—

President—J. Davis Barnett, Stratford.

Vice-President—Rev. W. A. Amos, Atwood.

Secretary—Miss Louise Johnston, Public Library Stratford.

Executive Committee—William Elliott, Mitchell; W. H. Kerr, Brussels; James Warren, Walkerton; E. Saunders, Ethel; Rev. Mr. McNabb, Underwood; John Clancy, Cargill.

Next meeting at Stratford.

Guelph—

President—H. Gmelin, Ayr.

Vice-President—Mrs. Adams, Georgetown.

Secretary—Miss B. Mabel Dunham, B.A., Berlin.

Executive Committee—Mr. Boetschen, New Dundee; Miss Harris, Guelph; Mrs. Irvine, Oakville.

Next meeting at Georgetown.

Lindsay—

President—M. J. Dickie, Bracebridge.

Vice-President—O. A. Langley, Lakefield.

Secretary—Miss L. M. Hamly, Port Hope.

Executive Committee—Miss Florence Edwards, Manilla; F. M. DelaFosse, Peterborough; Mrs. Nutting, Uxbridge; Walter M. Fowlds, Hastings.

Next meeting at Uxbridge.

Belleville—

President—Mrs. A. A. Kennedy, Public Library, Kingston.

Vice-President—Rev. C. J. Young, Madoc.

Secretary-Treasurer—A. R. Walker, Belleville.

Executive Committee—Miss L. McEvers, Cobourg; Miss Eleanor Holmes, Picton; Mrs. J. Moore, Newburgh; J. H. Gale, Colborne.

Next meeting at Cobourg.

Orangeville—

President—Rev. Dr. Wm. Farquharson, Durham.

First Vice-President—John Taylor, Hanover.

Second Vice-President—Rev. R. M. Phalen, Markdale.

Secretary-Treasurer—D. McPherson, Orangeville.

Executive Committee—Mrs. D. P. Coleridge, Holstein; James Cameron, Shelburne; Miss N. Stork, Bolton; Rev. R. J. W. Perry, Mono Mills; Jas. McKinley, Grand Valley; Mrs. G. A. East, Honeywood; Miss Victoria Scott, Owen Sound.

Next meeting at Durham.

SUMMARY OF SPEAKERS AND TOPICS.

Brantford—

W. A. Brassey, Woodstock—“Elements of Bookbinding.”

Rev. F. C. Elliott, Waterford—“The Public Library’s Relation to the Young Men’s Clubs.”

W. O. Carson, London—“Library Extension on County Lines.”

Open Conference on “Modern Methods in Rural Libraries,” led by Rev. W. H. Johnston, Chesterfield.

Chatham—

Dr. C. R. Charteris, Chatham; J. A. Short, Essex; W. J. Elliott, Kingsville;
 "Some Problems Facing Library Boards in Cities, Towns and Villages."
 W. H. Murch, St. Thomas—"A Visit to the Chivers Publishing House, Bath,
 England."
 W. O. Carson, London—"Self-Culture Through Reading."
 Andrew Denholm, Blenheim; W. E. Fitzgerald, Watford—"Library Co-oper-
 ation and Extension along County Lines."

Western—

- (a) How the Library might help the Woman's Club. Mrs. W. W.
 Bridgman, Port Arthur.
- (b) How the Library might help the Professional Man. Dr. R. J.
 Manion, Fort William.
- (c) How the Library might help the Municipal Department and Officials.
 I. L. Matthews, Port Arthur.

B. W. L. Howell, Port Arthur—"The Library and the Public."
 Dr. C. H. Chipman, Port Arthur—"Fiction."

Northern—

Dr. J. J. Wilson, Burk's Falls—"Some Difficulties of the Small Library
 Boards and How to Overcome Them."
 Wm. McKenzie, North Bay—"The Influence of Some Books I Have Read."
 Rev. J. B. Lindsell, New Liskeard—"The Book and the Reader."
 E. A. Hardy, Toronto—"A Forward Movement."
 C. A. Byam, New Liskeard—"Publicity and the Public Library."

Lindsay—

Miss L. M. Hamly, Port Hope—"An Ideal Public Library."
 E. A. Hardy, Toronto—"A Forward Movement."

Georgian—

G. H. Knight, Penetanguishene—"How the Public Library Arose in England
 and What It Has Done for the English People."
 J. D. Knox, Orillia—"A Historical Sketch of the Orillia Public Library."
 E. A. Hardy, Toronto—"A Forward Movement."
 Isaac Day, Orillia—"The Educational Value of the Reading of Novels."
 Miss Hilborn, Collingwood—"An Ideal Public Library."

Niagara—

Open Conference on "Modern Methods in the Small Library," led by Miss
 Mary T. Butters, Niagara Falls.
 Miss B. Mabel Dunham, Berlin—"What the Library Owes to the Community."
 A. H. Ware, Beamsville—"The Book and the Reader."
 Dr. G. B. Snyder, Ridgeway—"What the Community Owes to the Library."
 Open Conference on "Local Finances," led by F. Kinsman, Fonthill.

Eastern—

Mrs. Lydia M. Parsons, Forest—"Relation of Public Libraries to Women's Institutes."

David Williams, Collingwood—"Publicity and the Public Library."

Miss E. J. McManus, Ottawa—"Some Canadian Writers."

Dr. Otto Klotz, Ottawa—"On Library Matters."

Rev. Dr. W. T. Herridge, Ottawa—Subject not stated.

Mme. Cusson, Ottawa—Demonstration of Book Repairing."

Miss Alma Beatty, Pembroke—"The Ontario Summer Library School."

York—

A. L. Campbell, Weston—"The Book and the Reader."

E. A. Hardy, Toronto—"A Forward Movement."

Henry Durrant, Runnymede—"An Ideal Library."

H. M. Wodson, Runnymede—"The Social Side of Library Work."

Open Conference on "Local Finances," led by T. W. Banton, North Toronto.

London—

John Dearness, London—"The Importance of Nature Books to a Library."

Dr. C. R. Charteris, Chatham—"Permanency of the Village and Rural Libraries."

George H. Locke, Toronto—Subject not stated.

Rev. Dr. Ross, London—"Methods in Reading."

J. Davis Barnett, Stratford—"Book Selection for Small Libraries."

E. M. Zavitz, Coldstream—"Library Extension Along County Lines."

Five-Minute Papers:

- "Our Library and its Difficulties." Melbourne delegate.
- "Our Income, Our Books, Our Problems." Aylmer delegate.
- "Our New Library and How It was Established.." Harrietsville delegate
- "The Library Situation in our Village." Parkhill delegate.
- "Our Library's First Year." Napier delegate.

Stratford—

Miss Louise Johnston, Stratford—"Benefits to a Small Library of good Classification."

W. O. Carson, London—"What We Are Trying to Do."

John Markey, Woodstock—"Irish Folk-Song."

W. F. Moore, Dundas—"The Library in the Small Town."

W. F. Bald, Port Elgin—"Our National Library."

Open Conference on "Local Finances," led by W. H. Kerr, Brussels.

Guelph—

Andrew Denholm, Blenheim—"Library Extension on County Lines."

Prof. L. E. Horning, Toronto—"At Home and Abroad."

Mrs. Cavers, Oakville—"Children's Literature."

Open Conference on "Local Finances," led by Rev. T. W. McNamara, Drayton.

Orangeville—

Open Conference on "Modern Methods in the Small Library," led by Miss Hattie E. Hart, Brampton.

S. Charters, M.P.P., Brampton—"The Benefit of the Public Library to the Community."

E. A. Hardy, Toronto—"A Forward Movement."

Rev. Dr. Wm. Farquharson, Durham—"Reading for Pleasure, and the Public Library."

W. J. Fenton, Brampton—"What the Community Owes to the Library."

Belleville—

Dr. A. E. Ross, M.P.P., Kingston—"What the Community Owes to the Public Library."

Miss Eleanor Holmes, Picton—"An Ideal Library."

Rev. Dr. A. L. Howard, Napanee—"What the Public Library Owes to the Community."

Open Conference on "Local Finances."

In addition to the above features which appear on the programmes of the Institutes, the following important numbers were given:—

1. The Inspector of Public Libraries, Mr. Walter R. Nursey, spoke at the evening session of each Institute, discussing "Library Institutes."

The Inspector also discussed the topic "The Annual Report, Invoices and Accounts" at nearly all the meetings, Mr. Carson taking this in Chatham Institute.

The Inspector also conducted a Conference of brief reports of the local libraries.

2. "Elements of Classification" was presented at each Institute by the following:—

Miss Patricia Spereman, Toronto, at Northern, Lindsay, Georgian, Niagara, York, Stratford, Belleville.

Miss C. Banting, Dundas, at Brantford.

Miss Jennie S. Reid, Chatham, at Chatham.

Miss Mary J. L. Black, Fort William, at Western.

Miss Annie Masson, Ottawa, at Eastern.

Miss Mary Morton, London, at London.

Miss Edith C. Dwight, O.A.C., Guelph, at Guelph.

Miss B. Mabel Dunham, Berlin, at Orangeville.

3. "Elements of Cataloguing" was presented at each Institute by the following:—

Miss Patricia Spereman, Toronto, at Northern, Lindsay, Georgian, Niagara, York, Stratford, Belleville.

Miss C. Wilson, Hamilton, at Brantford.

Miss Jennie S. Reid, Chatham, at Chatham.

Miss Mary J. L. Black, Fort William, at Western.

Miss Annie Masson, Ottawa, at Eastern.

Miss Marion H. Baxter, London, at London.

Miss A. G. Millard, Galt, at Guelph.

Miss B. Mabel Dunham, Berlin, at Orangeville.

4. Open Conferences were held at most of the Institutes on the following topics:—

“ Library Books—Selection—Purchase—Binding—Repair.”

Leaders:—Robert McAdams, Sarnia, at Chatham.

A. G. Russell, Port Arthur, at Western.

W. Jarrett, Haileybury, at Northern.

E. A. Hardy, Toronto, at Lindsay.

E. A. Hardy, Toronto, at Georgian.

M. J. Dalton, Fonthill, at Niagara.

W. J. Sykes, Ottawa, at Ottawa.

Miss Davis, Toronto, at York.

J. H. Smith, Stratford, at Stratford.

Wm. Tytler, Guelph, at Guelph.

Miss B. Mabel Dunham, Berlin, at Orangeville.

A. R. Walker, Belleville, at Belleville.

“ Library Extension on County Lines and Grouping of Institutes for Joint Meetings in 1913-14.”

Leaders:—Wm. Imrie, Tillsonburg, at Brantford.

W. H. Arison, Niagara Falls, at Niagara.

Rev. James Abery, Granton, at Stratford.

H. H. Burgess, Owen Sound, at Orangeville.

At other Institutes this Conference was in charge of the Chairman.

5. Question Drawer taken by Norman S. Gurd, Sarnia, at Chatham, and at Western, and by J. E. J. Aston, Mt. Brydges, at London.

6. Report of the American Library Association Meeting in Ottawa; given at each Institute by local delegates who had been present at Ottawa.

RESOLUTIONS.

BRANTFORD.

This Institute desires to express its high appreciation of the deep interest taken in and the most valuable services rendered to the Public Libraries of the Province by the Education Department, and the Inspector of Libraries, Mr. Nursey.

That the Public Library Act should be amended so as to require that no property which is liable for school taxes should be exempt from the Public Library Tax in any municipality.

CHATHAM.

That as it is desirable and rapidly becoming necessary that the financial condition of the smaller libraries shall be placed on a more satisfactory basis than at present, and that the field of usefulness of all the libraries in the province be broadened so that all our people, and especially those interested in agriculture, shall be given free access to some well-selected library in their own neighborhood.

This Institute would respectfully petition the Legislature of the Province of Ontario to enact legislation as follows:

1. That every Library now in existence shall be taken over by the municipality in which it is situated, on petition of ten (10) per cent. of the ratepayers of said municipality; and, where no library now exists, in a community where it is desirable there should be one, that the municipality shall, on petition of twenty per cent. of such ratepayers, take steps for the organization of such a library.

2. That every Free Library shall be entitled to a minimum yearly grant of one mill on the dollar of assessment up to \$200 from the funds of the municipality, and thereafter half a mill on the dollar.

3. That every Free Library now in existence or hereafter organized shall be opened by the directors to the free use of the inhabitants of the surrounding country as well as of its own municipality, and that thereupon there shall be provided by the County Council from the County Funds an equivalent grant up to \$200 per year, but where the Library is at the edge of the county the amount to be provided shall be determined by the Inspector and shall not exceed \$200 from both or all of the counties interested.

4. That an inspector shall be provided for every Public Library Institute District on nomination of the district meeting for a term of years, and subject to re-appointment for a second term, who shall report to the Inspector of Public Libraries and to the County Council on all the Libraries in the district, and who shall advise as to selection of books and general management; the remuneration of such Inspector shall be provided by the County Council at the same rate for time necessarily occupied in the discharge of his duties as is paid to members of the County Council for attendance at their regular sessions.

WESTERN.

1. Resolved that the Western District Library Association would respectfully urge that the Public Library Act be amended so as to provide for the establishment of Free Public Libraries in townships and unincorporated villages supported by an adequate rate, and for the establishment of county or district centres from which travelling libraries may be circulated within the county or district.

2. Resolved that this Institute strongly urges the desirability, in the interests of the smaller libraries of the province, of amending the Libraries Act by adding a clause enabling any county to establish a system of libraries within its boundaries, supported by the county, or any county or group of counties to enter into an agreement with the board of a city library for the establishment of a system of county libraries, the city library to equip and maintain the rural libraries, and the counties to contribute *pro rata* toward their support.

3. Resolved that the Postal Department of the Dominion Government be memorialized for the reduction of the postage on books for library purposes.

NORTHERN.

1. The Resolutions Committee reported: That whereas there being 22 libraries in the district comprising the Northern District Library Institute,

And whereas the Educational Department of the Ontario Government make it possible for a representative from each library to be in attendance at the annual Institute,

And whereas there being only seven libraries now represented,

Be it therefore resolved that we recommend the Department of Education to impose the fine of a deduction of five dollars from the Government grant to such and all Libraries not represented at this Institute,

2. And whereas there are now over four hundred public libraries in the Province of Ontario, and this Institute realizes the advisability of an annual inspection of each library by the Inspector of Public Libraries,

And whereas it is a physical impossibility for one man to make an annual inspection of each library,

Be it therefore resolved that this Library Institute suggest the advisability and necessity of appointing additional assistants that the desired end aforesaid may be attained.

3. Whereas the Public Libraries Act does not allow public libraries to enjoy the same assessment as public schools,

Be it therefore resolved that this Institute now convened hereby memorialize the Ontario Government to amend the Public Libraries Act to allow public libraries the same assessment as is enjoyed by the Public Schools Act, regarding exemptions.

LINDSAY.

1. Whereas Monday is an inconvenient day for delegates from a distance arriving in time for the beginning of the session, be it resolved that future meetings be arranged to commence on some other day than Monday.

2. Whereas the Public Library is a potent factor in the uplift and education of the people of the Province, and whereas it has been affirmed that some County Councils have given annual grants of fifty dollars (\$50) to each library in their respective counties, be it resolved, in the interest of the people of Ontario, that steps be taken by the executives of the various institutes to urge upon the County Councils the expediency of granting not less than fifty dollars (\$50) to each of the libraries within their jurisdiction.

GEORGIAN.

1. Resolved that the Legislature be asked to pass such legislation as will make it compulsory for a County Council to pay annually to each library in the county a sum equal to 50 per cent. of the Legislative grant, and a further sum of at least 25 per cent. of the amount raised locally; no grant, however, being more than \$50 a year to any library.

2. Resolved that the thanks of this Institute be tendered to Inspector Nursey for his deep interest in the cause of public libraries, and for the able addresses contributed by him while here.

3. Resolved that we deplore the fact that so many of our public libraries are in so weak a condition, and that we earnestly hope that the Government will see fit to make such legislation as will alleviate their distress.

4. Resolved that Mr. A. F. Hunter be asked to formulate his criticisms of the Dewey-Decimal System, and a copy of them be sent to Mr. Dewey.

YORK.

1. That a representative committee of library workers be appointed to wait on the York County Council with the view of obtaining a grant to all the libraries in the county; and, further,

2. That the Executive of this Institute are requested to call the attention of the O. L. A. to the necessity of getting the necessary legislation passed, making it compulsory for every Municipal Council to contribute toward the public libraries within its borders.

3. That library extension in county lines would greatly enhance the educational work by bringing into touch the rural population, and giving them the advantages now enjoyed by urban municipalities. And, to effect this, that pressure be executed on the Legislature to change the Library Act, so that a certain tax rate may be levied on all municipalities for library work.

4. Resolved that we must reaffirm the resolution passed at the last York Library Institute on the desirability of a better organization for a better prosecution of the library work in the Institute. And, as funds are required to carry on the organization, that we again request each library to contribute one dollar (\$1) to the general expenses of the Institute, and that the same be forwarded to the Secretary, H. Durrant, Runnymede, at the earliest opportunity.

5. Resolved that the time is not opportune for the grouping of Library Institutes in 1913-1914, as we believe that the individual Institutes can better carry on the Library work of education, but would recommend that every Library in York County Institute send a representative to the annual meeting of the O. L. A.

6. That whereas there is now a great duplication of books in public schools and public libraries, we therefore recommend that schools should draw their supplies from the nearest Public Library, on the travelling library principle, and that public schools be permitted to thus affiliate with the public libraries, and that the grant now given to public schools for library work be paid to the public library.

7. That whereas the time has come when a forward movement must be made in our library work, and whereas we find that most of the libraries present do not make a special effort to attract the juvenile portion of the public, be it resolved that this meeting emphasize the need of something being done in this direction, and hereby direct our executive to take such steps as will bring the matter before the different Library Boards in the district, with the view of introducing the Story Hour in every Library during the year. And we hereby ask the Department to give us all the assistance possible.

8. That this meeting recommend that the works of such writers as Scott, Dickens, Fielding, Pope, Swift, and others, whose works have stood the test of time, and who now come under the heading of Fiction be classed as non-fiction literature, and that a grant be given for such works.

9. Whereas one of the most important branches of Library activity is that which embraces the work of cataloguing, and whereas the Department's official cataloguer, Miss P. Spereman, carries the entire weight of that work upon her shoulders, and whereas the number of Libraries requiring her services are increasing rapidly, and whereas it is a physical impossibility for one person to give all libraries requiring the services of a cataloguer the attention they desire, be it resolved that the Ontario Library Association take immediate steps to lay before the Department of Education the absolute and immediate necessity of appointing an assistant for Miss

Spereman, to be thoroughly trained in the work of cataloguing and giving guidance and rendering aid to the libraries where special attention is paid to juveniles.

10. Be it resolved that the delegates to the third annual meeting of the York District Library Association, assembled at Richmond Hill, this 23rd day of October, 1912, do hereby tender an expression of appreciation to Inspector W. R. Nursey for the energetic and whole-hearted manner in which he performs his duties to library work in general, and also for the sympathetic interest he has always displayed in the affairs of the York District Institute.

LONDON.

1. Resolved that this Institute request the Ontario Library Association to secure legislation that will provide for the establishment of free library privileges for all residents of the Province.

Resolution by the Executive Committee.

2. The Executive Committee of the London District Library Institute request the Department of Education to pay the expenses of the members of the Executive Committee in attending a special meeting for the purpose of arranging the programme for next year.

GUELPH.

1. That we urge the Department to impose a fine for non-attendance at Library Institutes.

2. That we approve of library extension on county lines and recommend that County Councils be compelled by law to grant a stated annual amount to all the libraries in the county, and that in return all libraries in the county be open to all residents of the county with equal privileges.

3. That all libraries of this district be urged to make more use of "Selected Lists of Books."

ORANGEVILLE.

1. That Library Boards be strongly recommended to examine the lists approved by the Department of Education as a guide to the purchase of books, so as to avoid the danger of buying works that are useless or hurtful.

2. That the use of the uniform method of classifying and cataloguing recommended by the Department be approved, and that Library Boards be urged to adopt it as soon as possible.

3. That the next meeting of this Institute be held on or about the same time next year, and that the opening session start at two o'clock p.m.

4. That the counties within the bounds of this Institute be asked to provide a grant to all libraries in their municipality; also that to help toward this end there be sent for their information a list of the counties already making such a grant.

5. That the attention of the Minister of Education be called to the injustice of the statute which exempts from Library taxation industries that at the same time bring many employees in as readers, and that he be asked to secure such changes in this statute as shall make such industries responsible for their share of Library taxation as they are now for school tax.

BELLEVILLE.

1. That the Department of Education be requested to have Mr. Nursey and the Cataloguer and the Binder of the Department at the next meeting of the Institute to give instruction on elementary Library work and administration and the care of books.
2. That more time be given to open conferences on questions of Library interests and problems and less to stated papers on these subjects.
3. That the next meeting of the Institute be held at Cobourg, and that if possible same be held on September next.
4. That this institute regrets the apparent lack of interest in the work of the Libraries shown by so many of the Libraries of this district not being represented at this meeting.
5. That the thanks of the Belleville Library Institute be tendered to Dr. Ross and the ladies and gentlemen of the Kingston Public Library for their kindly welcome and generous hospitality.
6. That the penal clause of the Public Libraries Act of 1909 concerning Library Institute attendance in the opinion of this meeting should be enforced.

The following Institutes passed resolutions against the proposition to hold joint meetings in 1913-1914 of adjoining Institutes:

Niagara.
Eastern.
Belleville.
Guelph.

LOCAL EXECUTIVE COMMITTEE MEETINGS.

The following Executive Committees are reported as having met during the Institute and planned for the current year's work and the next meeting:

York.
Niagara.
Northern.
Eastern.
Orangeville.
Belleville.
Guelph.

MEETINGS OF THE LIBRARY INSTITUTES COMMITTEE.

Through the courtesy of the Minister of Education the Library Institutes Committee was enabled to hold two meetings. The first was held on Tuesday afternoon April 9th, immediately following the conclusion of the O. L. A. The secretaries of the Institutes were also present and the work of the Institutes for the coming year was fully discussed. A general outline of the programme was agreed upon and a tentative schedule of dates prepared.

Following this, the Secretary was authorized by the Inspector of Public Libraries, to send out a preliminary notice of the meetings to all the libraries, and to follow this later with the programmes. Return postcards were included in each

case and a statement furnished to the Inspector, showing the libraries in each Institute which did, and those which did not, acknowledge receipt. In every case of non-reply, a second, and frequently a third attempt was made to inform the library and get some acknowledgment. Some 80 libraries, however, made no acknowledgment of any kind whatever.

The second meeting of the Committee was held on Feb. 22nd, 1913. The work of the past year was reviewed and plans considered for the coming year. The following items are recommended to the Ontario Library Association by the Committee:

1. That the library boards be urged to send their librarians as their representative at the Department's expense and at least one of the trustees at the Board's expense.
2. That the following be the draft programme for the Institutes this year:

SUGGESTED PROGRAMME FOR 1913 INSTITUTES.

FIRST DAY.

Morning Session, 10.30 to 12 o'clock.

Inspection of the Public Library.

Reception and Registration of the Delegates.

“Brief Reports” from each Library in the District, preferably in writing.

The Inspector of Public Libraries will be present and take part in the discussions.

Afternoon Session, 2 to 4.30 o'clock.

2.00 “Address of Welcome” by the Chairman of the Public Library Board.

2.15 Appointment of Nominating and Resolutions Committees.

2.30 Annual Address of the President.

3.00 Instruction Hour.

(a) Common Problems in Classification. ,

(b) Question Drawer on Classification.

4.00 Address or Paper.

Evening Session, 8 to 10 o'clock.

8.00 Address of Welcome, by His Worship the Mayor.

8.10 Address, “Children’s Work,” by W. R. Nursey, Inspector of Public Libraries, Toronto.

8.40 Open Conference on Children’s Work.

9.10 Report of the Nominating Committee.

9.20 Address.

SECOND DAY.

Morning Session, 9.30 to 12 o'clock.

9.00 Meeting of the Executive Committee to plan for next year's work.

10.00 Instruction Hour.

- (a) Common Problems in Cataloguing.
- (b) Question Drawer on Cataloguing.

11.00 Address or Paper.

11.20 Report of Resolutions Committee.

11.30 Address or Paper.

Afternoon Session, 1.30 to 3.30 o'clock.

1.30 Departmental Matters, by W. R. Nursey, Toronto.

2.30 Open Conference. Beginning with 5 five-minute papers by local representatives on the following topics:—

- (a) Our Library and Its Difficulties.
- (b) Our Income, Our Books, Our Problems.
- (c) Our New Library and How It was Established.
- (d) The Library Situation in our Village.
- (e) The Past year with our Library.

NOTE:—Addresses or Papers and open conferences to be provided for by local Executives, with exception of one address or paper (preferably at evening session) by a representative of the O. L. A.

3. That the following be the schedule of the Institutes for 1913:

District.	Date.	Place.
Chatham	July 8-9.....	St. Thomas.
Brantford	July 14-15.....	Hamilton.
Western	July 21-22.....	Fort William.
Northern	July 24-25.....	North Bay.
Georgian	July 29-30.....	Midland.
Lindsay	July 31-Aug. 1	Uxbridge.
Niagara	Aug. 12-13.....	Dunville.
Guelph	Aug. 14-15.....	Georgetown.
York	Aug. 20-21.....	Runnymede.
London	Nov. 11-12.....	London.
Stratford	Nov. 13-14.....	Stratford.
Eastern	Nov. 18-19.....	Ottawa.
Orangeville	Nov. 20-21.....	Durham.
Belleville	Nov. 27-28.....	Cobourg.

The Committee have pleasure also in reporting the following:

1. That the Inspector is authorized to pay for the expenses of local Executives in visiting any dormant libraries at the Inspector's request.
2. That expenses incurred by the Secretary of an Institute in the matter of stationery and postage may be paid as an item in the cost of the Institute, if vouchers are handed the Inspector along with the account.

3. That the Minister of Education has authorized the formation of Toronto as the fifteenth Library Institute of the Province. As there are many libraries of various kinds in Toronto—probably some hundreds—each serving a greater or smaller section of the public, the Committee believes the formation of this Institute will be of great advantage to the library movement generally.

CONCLUSION.

In conclusion, the Committee desires to express its appreciation of the deep interest and sympathetic co-operation of the Minister of Education, so evident in the generous appropriations for the maintenance of the Institutes and in the provision for the meetings of the Committee and the local secretaries. The Deputy Minister has also been most cordial and sympathetic, and the Inspector of Public Libraries has been untiring in his efforts to make the Institutes a success. The Committee also desires to express its appreciation of the valuable services of Miss Spereman at so many of the Institutes, and to thank the many ladies and gentlemen in all the Institutes who gave so freely of their time and energy. Such earnest and ready service can mean only development in Ontario's library system.

Norman Gurd, Acting Chairman.
 A. W. Cameron.
 W. O. Carson.
 David Williams.
 B. Mabel Dunham.
 E. A. Hardy, Secretary.

I move that the Report of the Institutes be adopted.

MR. GRANT seconds the motion, which is carried.

THE PRESIDENT: The next Committee is the Check List of Canadian Periodicals by Mr. Langton, Toronto. There is no Report from that Committee. Technical Education and the Public Library by Mr. Grant.

MR. GRANT: We have no special Report this year. We have been waiting and looking for the Report of the Commission appointed by the Dominion Government before having a meeting, and that Report is not out yet, so that nothing special has been done this year by the Committee. We hope by another year, if you desire to continue the Committee, that there will be something to report by that time. I move that the Committee be continued.

MR. LEE: Who are the Committee?

THE SECRETARY: You will find it on page 9 of the Proceedings of last year. Mr. D. M. Grant, R. Alexander, W. Tytler, J. Davis Barnett, W. O. Carson, and myself.

MR. LEE: Is it in order to move the appointment or re-appointment of Committee at this juncture? Would it not properly come before the whole Association?

THE PRESIDENT: I do not think so. This is the business meeting and I think we are probably as representative a gathering now as we will have later on; an amendment is in order.

MR. LEE: Just to have a little discussion I move an amendment, because these Reports are going through so easy that we might fall asleep over them—I move that this be referred to the Nominating Committee.

THE PRESIDENT: You mean, the appointing of this Committee be referred to the Nominating Committee?

MR. LEE: Yes.

MR. GRANT: I will withdraw my Motion. Probably it would be a good idea to have some new blood in the Committee.

THE PRESIDENT: Neither Motion nor Amendment have been seconded as yet.

A DELEGATE: I will second the original motion.

THE PRESIDENT: That was withdrawn.

MR. CLARKE: I move again that the original Committee be retained. (Seconded.)

A DELEGATE: I move an amendment to the motion made by Mr. Clarke that the continuance of this Committee be referred to the Resolution Committee. Is that a possible amendment? This Committee on Technical Education has been reporting progress for two or three years and I do not think we can accomplish much until the matter crystallizes in the Dominion Parliament, and that will be two or three years yet. How can I urge that? I do not want to precipitate a discussion here but that the continuance of the Committee be referred to the Resolution Committee.

MR. GRANT: That is out of order. If I remember rightly that Committee was made a permanent Committee of the Association either last year or the year before.

THE SECRETARY: It is a Committee of the Association.

MR. LOCKE: I move that this Committee be discharged.

THE PRESIDENT: I think I had better rule all these motions out of order and start over again. We seem to have got mixed up and really we don't know where we are.

MR. CASWELL: As the Chairman of that Committee advises there is no Report, it seems to me there is nothing before the meeting.

A DELEGATE: The report of the committee is that they have no report. That is a report.

MR. LEE: I did not rise for the purpose of inoculating new blood; that is not the purpose. We have here a Nominating Committee and I presume one of the functions of that committee is to nominate such a committee as this one we are discussing, and I, therefore, simply move, if you will accept my motion, that we refer the continuance of this committee, if desirable, and re-appointment of it to the Nominating Committee.

A DELEGATE: I could not second that motion. All the Nominating Committee have to do is to fill positions or recommend names for positions, and the motion that is offered has two parts to it. One, the desirability of continuing the committee and the other the filling of it if we do continue it. Dr. Locke went abruptly to the point I was trying to get at, that the committee be discharged. I do not see what use the committee is; I will second Dr. Locke's motion.

THE PRESIDENT: All motions are ruled out of order except the original motion of Mr. Grant. We have amendment to the motion that the appointment of committee

A DELEGATE: I understood that Mr. Grant withdrew his motion.

MR. LOCKE: I said discharge—Mr. Gavin says I came abruptly to the point. We have had a report from this Technical Committee at a number of meetings. Now, there seems to be nothing more for it to do in the meantime, and it simply reports progress. It is only the progress you get in going around a treadmill; it reports it has nothing to report and, therefore, it is in order to accept this report

and ask for discharge of the committee. If at any other time we want another report it can be re-appointed. I make the amendment that the report be received and committee be discharged.

MR. GAVIN: That is the motion I will second.

MR. GRANT: I would like the Secretary to answer my question. Is not that a standing committee? and if so, is not Mr. Locke's motion out of order?

THE SECRETARY: I would not care to rule on the second part because that is the province of the Chairman. As to the first part, it is a standing committee of the Association; that was done either in 1911 or 1912.

THE PRESIDENT: Any further amendments?

A DELEGATE: It seems to me it is rather a curt way of dealing. There seems to have been no progress but then I can understand it. Something might occur before the next meeting and it would be very important that there be a committee to deal with it, and it seems to me a very wise thing to have that committee continued. Perhaps new blood would be a very desirable element in that committee. I really do not think you should deal in this curt way with a standing committee of the Association.

MR. CASWELL: As a standing committee, does it not form part of our constitution, and can we, by merely a vote of this kind, alter the Constitution of the O. L. A.? That is how it appears to me. If it is one of our standing committees I don't see how it could be dismissed, that is, wiped out of existence, by merely a vote of this kind. (Hear, hear.)

THE SECRETARY: I may say that the Constitution does not name any committees at all. This is a standing committee by resolution of the Association and the same power that creates it can wipe it out.

MR. LEE: If this is a standing committee, do the duties of the present members not come to an end at this time of the year, at the end of the year; so that when this year has ended there is really no committee. If the Constitution calls for a standing committee on this subject, then it would be simply the duty of the Nominating Committee to bring in a recommendation as to the members that would constitute that committee. I merely ask. Am I correct in my interpretation?

THE PRESIDENT: That would be my impression of the situation, that it being a committee of the Association appointed by the Association the Association has full power to deal with it.

I will put the amendment first: Moved by Dr. Locke, seconded by Mr. Gavin, that the report of the Committee on Technical Education and the Public Library be received and the committee discharged. The motion is that the report be received and that the continuance of this committee be referred to the Nominating Committee.

MR. CASWELL: It seems to me that the continuance of the committee, using that word, would place upon the Nominating Committee the decision as to whether that committee should be continued or not, although, I suppose, their report should be voted on by the Association. If that could be left out, the word "continuance," I think the resolution might be supported by everyone here.

A DELEGATE: The Nominating Committee, it seems to me, has nothing to say whether there shall be a committee or not.

MR. LEE: That motion is in my name. I will withdraw that clause regarding the question of continuance with the permission of my seconder and, therefore, the motion will read that the question be referred to the Nominating Committee.

A DELEGATE: What question?

THE PRESIDENT: That the report of the Technical Education and the Public Library Committee be received and the appointment of this committee be referred to the Nominating Committee.

MR. SYKES: I should like to know from the Secretary what the Association expects from this committee?

THE SECRETARY: Of course there is a good deal of history behind this committee. This committee was appointed some four or five years ago. The Chairman has been too modest to say so, but this committee has done a great deal of work in the past four or five years; has spent a great many hours on this subject and has made one of the most valuable reports made to this Association. It has, however, been waiting until the Dominion Government's Report on Technical Education be presented, and hopes then to have that report and if there is anything in it adaptable to the purposes of our Library Association to bring in the findings to this Association just at the earliest possible minute. I understand that report will be brought down to the House as soon as possible. It is not altogether the committee's fault that it has not been brought down before—I mean the Technical Education Committee of the Dominion Government. It might be out within a couple of months and this committee would then have that report before it and be ready at the next session. It has done valuable work. It has not been able to do anything this time because it has been held up by this thing.

MR. LEE: There is valuable work then to be done?

THE SECRETARY: Yes.

MR. MOORE: I move an amendment to Dr. Locke's motion that the words "committee be discharged" be struck out. It is harsh way to deal with a committee that we shall take it upon ourselves to discharge it in that way. If the gentlemen of that Committee do not ask to be discharged, I do not think we should give them a discharge. I move that Dr. Locke's amendment be amended still further by striking out those words.

THE PRESIDENT: That is not at all necessary because the original motion is that the appointment be referred to the Nominating Committee. The amendment is that the report of the Technical Education and the Public Library Committee be received and the Committee be discharged.

Amendment put and lost. Motion carried.

THE PRESIDENT: The next order of business is the report on American Library Association at Ottawa.

MR. SYKES reads report.

REPORT OF COMMITTEE ON AMERICAN LIBRARY ASSOCIATION MEETING AT OTTAWA.

Your Committee is glad to be able to report that the Annual Meeting of the American Library Association, held in the city of Ottawa, June 26th to July 2nd, was in every way an unqualified success, from the point of view of the Association itself, of the individual members who attended the conference, and of the Ontario Library Association and Local Committees. The attendance was one of the largest in the history of the Association, reaching a total of 704, and to this total Canada contributed 104, so that the meeting was in a very real sense an international one.

The programme also left very little to be desired; excellent papers were read on a variety of library topics; and the special addresses, by President Vincent, Dr. Robertson, and Professor Macnaughton, were thoroughly appreciated.

There is every reason to believe that this second meeting in Canada of the American Library Association, like the initial meeting at Montreal in 1900, will have a far-reaching effect both upon the library movement in Canada and also in strengthening the ties of friendship between this country and the United States.

L. J. BURPEE.
G. H. LOCKE.
E. A. HARDY.

I move the report be received. Seconded and carried.

THE PRESIDENT: The next Committee is the Legal Committee.

MR. N. GURD reads Report.

REPORT LEGAL COMMITTEE OF O.L.A., 1912-13.

The Honorable the Minister of Education kindly arranged for a meeting of the Committee at Toronto on Saturday, the 15th March, 1913, which meeting was accordingly held at the Toronto Public Library.

A Memorial was received from the Toronto Library Board asking for the following amendments to the Public Library Act as affecting cities with a population of over 200,000 people:

(1) "A declaration vesting in the Public Library Boards all titles to real estate under the management and control of the Board."

The Committee approve of proposed amendment and suggest it be made applicable to cities having a population of over 100,000 people.

(2) "Conferring express powers of purchase, sale and expropriation on the Public Library Board."

The Committee approve of proposed amendment as making clear what is the obvious intention of the present Act, provided, however, the power of expropriation be stricken out, and the amendment be applicable to all Public Libraries.

(3) "Repealing sub-section 2 of Section 8 limiting the powers of the Board to an expenditure not exceeding \$2,000.00 in any year upon the purchase of lands, or the erection of or addition to or alterations in any buildings under control of the Board."

The Committee approve, provided the amendments be made applicable to all Public Libraries.

Resolutions re amendments to Public Library Act transmitted by Library Institutes.

EXEMPTION FROM TAXATION.

BRANTFORD.

That the Public Library Act should be amended so as to require that no property which is liable for school taxes should be exempt from the Public Library Tax in any municipality.

NORTHERN.

Whereas the Public Libraries Act does not allow public libraries to enjoy the same assessment as public schools.

Be it therefore resolved that this Institute now convened hereby memorialize the Ontario Government to amend the Public Libraries Act to allow public libraries the same assessment as is enjoyed by the Public Schools Act, regarding exemptions.

GEORGIAN.

Resolved that the Georgian Library Institute endorse the resolutions of the Northern District Library Institute, re exemption of industrial institutions from taxation for Public Libraries.

ORANGEVILLE.

That the attention of the Minister of Education be called to the injustice of the statute which exempts from Library taxation industries that at the same time bring many employees in as readers, and that he be asked to secure such changes in this statute as shall make such industries responsible for their share of Library taxation as they are now for school tax.

This involves an amendment of the Municipal Act, not the Public Library Act. Your Committee does not recommend any action at the present time.

OBLIGATORY GRANTS FROM COUNTY COUNCILS.

GUELPH

That we approve of Library extension on county lines and recommend that County Councils be compelled by law to grant a stated annual amount to all the libraries in the county, and that in return all libraries in the county be open to all residents of the county with equal privileges.

GEORGIAN.

Resolved that the Legislature of Ontario be urged to pass such legislation as will make it obligatory on the County Councils to duplicate the legislative grants to the Public Libraries.

LONDON.

That this Institute resolve that, for the future financial support of the Public Libraries of this Province as an educational Institution of the highest importance, they be placed on the same footing as to financial support as the Higher Schools.

GEORGIAN.

Resolved that the legislature be asked to pass such legislation as will make it compulsory for a County Council to pay annually to each library in the County a

sum equal to 50 per cent. of the legislative grant, and a further sum of at least 25 per cent. of the amount raised locally; no grant, however, being more than \$50 a year to any library.

Your Committee cannot recommend legislation of so drastic a nature, and even if submitted, we believe there is no possibility of legislature passing same.

THE RURAL FREE PUBLIC LIBRARY.

CHATHAM.

That as it is desirable and rapidly becoming necessary that the financial condition of the smaller libraries shall be placed on a more satisfactory basis than at present, and that the field of usefulness of all the libraries in the Province be broadened so that all our people, and especially those interested in agriculture, shall be given free access to some well-selected Library in their own neighborhood.

This Institute would respectfully petition the Legislature of the Province of Ontario to enact legislation as follows:—

1. That every Library now in existence shall be taken over by the municipality in which it is situated, on petition of ten (10) per cent. of the ratepayers of said municipality; and where no library exists, in a community where it is desirable there should be one, that the municipality shall, on petition of twenty per cent. of such ratepayers, take steps for the organization of such a library.

2. That every Free Library shall be entitled to a minimum yearly grant of one mill on the dollar of assessment up to \$200.00 from the funds of the municipality, and thereafter half a mill on the dollar.

3. That every Free Library now in existence or hereafter organized shall be opened by the directors to the free use of the inhabitants of the surrounding country as well as of its own municipality, and that thereupon there shall be provided by the County Council from the County Funds an equivalent grant up to \$200.00 per year, but where the library is at the edge of the County the amount to be provided shall be determined by the Inspector and shall not exceed \$200 from both or all of the counties interested.

YORK.

That library extension in county lines would greatly enhance the educational work by bringing into touch the rural population and giving them the advantages now enjoyed by urban municipalities; and, to effect this, that pressure be executed on the Legislature to change the Library Act, so that a certain tax rate may be levied on all municipalities for library work.

EASTERN.

That this Institute strongly urges the desirability, in the interests of the smaller libraries of the Province, of amending the Libraries Act by adding a clause enabling any county to establish a system of libraries within its boundaries supported by the county, or any county or group of counties to enter into an agreement with the Board of a city library for the establishment of a system of county libraries, the city library to equip and maintain the rural libraries, and the counties to contribute pro rata toward their support.

WESTERN.

1. Resolved that the Western District Library Association would respectfully urge that the Public Library Act be amended, so as to provide for the establishment of Free Public Libraries in townships and unincorporated villages supported by an adequate rate, and for the establishment of county or district centres from which travelling libraries may be circulated within the county or district.

2. Resolved that this Institute strongly urges the desirability, in the interests of the smaller libraries of the Province, of amending the Libraries Act by adding a clause enabling any county to establish a system of libraries within its boundaries, supported by the county, or any county or group of counties to enter into an agreement with the Board of a city library for the establishment of a system of county libraries, the city library to equip and maintain the rural libraries, and the counties to contribute pro rata toward their support.

YORK.

That the Public Library Act be amended by extending to township municipalities the powers now given to towns and villages of levying a rate for the maintenance of free libraries, and allowing such municipalities to apply such appropriations to the support of neighboring libraries, provided the residents of the municipality be allowed free use of the said libraries.

LONDON.

Resolved that this Institute request the Ontario Library Association to secure legislation that will provide for the establishment of free library privileges for all residents of the Province.

The extension of the Free Public Library system to rural localities is the most vital question confronting library workers in Ontario to-day. It will be seen, however, from the resolutions read, that two alternative proposals are submitted, viz:—(a) A County system, and (b) a Township system.

Your Committee would recommend that the above resolutions be printed and copies sent to every Institute in the Province with the request that the resolutions be carefully considered and a definite detailed statement made by such Institute, recommending one or the other of the proposals, with so far as possible a suggested scheme for carrying out the proposed changes.

SCHOOL AND LIBRARY.

NIAGARA.

Whereas now the Government gives a grant to schools maintaining a school library, and whereas the expense of maintaining both a public school library and a public library under Part I of the Public Library Act in a small unincorporated community or school section, is heavy and unnecessary, and whereas a public school library detracts from and makes the public library harder to maintain,

Therefore be it and it is hereby resolved by this Niagara District Library Institute that where a public library having the proper books is maintained in such

a rural community or school section, and the school in same section does not maintain a school library, the Government should credit that school section as if it had a school library and accordingly not withhold the regular grant due that school for a school library, the books of said public library being subject to the approval of the School Inspector of that county.

YORK.

That in the opinion of the York District Public Library Institute it would be advantageous to have all Public School Libraries connected with the nearest Public Library as circulating branches of the said Public Library, and that the Legislative grant of said Public School Libraries be given to said Public Libraries.

And whereas there is now a great duplication of books in public schools and public libraries, we therefore recommend that schools should draw their supplies from the nearest Public Library, on the travelling library principle, and that public schools be permitted to thus affiliate with the public libraries, and that the grant now given to public schools for library work be paid to the public library.

This matter involves an amendment to the School Act, and should be the subject of a conference with the Educational authorities before any action is taken.

BRANCH LIBRARIES.

Your Committee recommend that Sub.-sec. 1 of Section 23 Public Library Act be amended by after the figures "\$50," in the 14th line thereof, the following words "and this shall apply to branch libraries which shall in all respects conform to the rules and regulations of the Department of Education."

Your Committee are informed that no change will be made in the Act at this Session excepting such as are required to make clear the intention of the Act as it stands at present.

NORMAN S. GURD.
A. D. HARDY.
H. T. KELLY.

I move that the Report be adopted.

MR. BRADLEY: I second that motion.

MR. CASWELL: It seems to me the better plan would be to have it considered clause by clause rather than adopted in its entirety. No one outside of the Committee has seen the Report yet, and from just one reading of it we do not get a complete grasp of it. I think it would be well if we would have time to discuss it briefly clause by clause.

THE PRESIDENT: I think it could be referred to the Resolution Committee and discussed in Committee by that Committee, and then a Report brought in.

DR. DALES: I think the trouble in connection with this would be it would be brought up towards the last and there would be no discussion at all. I think the time to take up this discussion is at the present time and clause by clause. It is an important thing and one of the things vital to library work, and if we do nothing else than discuss some of the things that are right there, we will do a great deal more than is sometimes done.

MR. CASWELL: I will withdraw my motion and move that the Report be taken up clause by clause now.

THE PRESIDENT: We really have not the time to take it up now. We have half an hour at the close of the afternoon meeting. I think probably it will be better to take it up then and have a fuller discussion. We don't want to have a short discussion of eight or ten minutes. You had better make your motion that it be taken up later on, at the close of the afternoon session.

MR. GURD: I would move that the Report be received, and that the discussion be deferred until the close of the afternoon meeting to-day.

DR. DALES: Is there only one copy of the Report?

MR. GURD: I have only two or three copies, but I will have a few copies struck off in time for this afternoon's meeting.

Motion seconded and carried.

THE PRESIDENT: We have the next Report, Co-operation of College and High Section of O. E. A.

MR. SYKES: As the members of this Committee were appointed after the annual meeting a year ago, and as there has been no opportunity since for the Committee to meet, almost the only thing we can do is to report we have no report. However, as it will be a year before we can bring in any report from a meeting that we expect to have to-morrow, perhaps the association would approve of my reading one or two suggestions and informations that have been collected by correspondents. These are just gathered from correspondence and cannot be properly called the Report of the Committee. I am sure that the members of this Committee would be glad to receive any suggestions that might be left with the Secretary would come before the Committee. I don't know that I can move that any report be received. I would move the continuance of this Committee.

THE SECRETARY: I second Mr. Sykes' motion.

Motion put and carried.

THE PRESIDENT: We have finished the morning's programme with two minutes to the good. Any persons who wish to occupy the two minutes, we would be very glad to hear from him. If not, we will adjourn the meeting till 2 o'clock.

AFTERNOON SESSION.

On resuming at 2 o'clock.

THE PRESIDENT: You see by your programme this afternoon, that the first address is the President's address. We are going to vary that, and we will ask the Mayor of the City of Toronto to give you a short address. He is here, and wishes to give you the City's welcome. I have very much pleasure in introducing Mayor Hocken of the City of Toronto.

MAYOR HOCKEN, who was received with applause, said: "Mr. President, ladies and gentlemen, I hope that you do not expect an address from me, but just a few words in the shape of a welcome to this city for this Convention. Toronto opens its arms wide to every Convention that honors it by selecting this city as its place of meeting, but there are very few organizations which we should welcome so heartily as one of this character. I am old enough to remember about where the Public Library idea began in the Dominion of Canada. I can recall the time in this city when the old Mechanics' Institute was the only public affair, and it was not entirely free. And in addition to that, we had some circulating libraries conducted as private enterprises. I was one of those who began my literary studies

at the old Mechanics' Institute, and I recall very vividly the pleasure which I had on going down to the place which is still in operation at the corner of Church and Adelaide Streets to get my book, which we were allowed to keep a week, and then pay a fine if we did not return it in good order. And I trace the pleasure that I take in the literary pursuits that I have time to engage in at my present age to that beginning, that very humble beginning. I took from the Mechanics' Institute the books written by Dickens and Grant, for Grant's books were always enjoyable to boys as you can easily understand. And I followed up that experience by engaging as a first situation where I was to earn money as a clerk in a circulating library. So you see, I had a very early training in the library business. Unfortunately for me, perhaps, it did not last very long, and I got out of that into another line of work in which at least all the reading I had done as a member of the Mechanics' Institute and as an employee in the circulating library I was able to use to good purpose, for I began my work on the *Daily Globe* a few years later. So, Mr. President, I am one of those who place a very high estimate on the work of the Public Library, and the development that the Public Library has had in the Province of Ontario speaks well not only for the intelligence, but it speaks well for the intellectual morality—if you will allow such a term—of the people of the Province of Ontario.

There is nothing that I desire for my own boys and girls more than that they should acquire a love of literature. It will be a solace to them; it will be an entertainment to them during their whole life. And when they come to get old and give up the more strenuous activities of life, it is then the one thing to which they can turn with constant pleasure and delight. So I think to give a boy or girl a love of literature is giving to that boy or girl perhaps the choicest blessing that they could have at your hands. (Hear, hear.) Life is never dull to a man who has acquired the habit of reading. Life can never be insipid to one who is able to associate with all the great minds that the world has produced. And to have acquired that habit in youth is to have gained something the value of which cannot be estimated, a possession which no man can take away from us. I think, Mr. President, that just at present I prefer the strenuous life—and we get some of it at the City Hall—but I am looking forward to that time when I will return to the study and take up again a larger, wider course of reading than it is possible for a man who is in public life in a great city like Toronto. And I am sure that those who are engaged in the library work of this Province and who are developing in the boys and girls of the province the habits of reading, the love of literature, are doing something for them that is quite in line with the highest moral and spiritual work that is done anywhere in this country. I see your topic is, "Boys and Girls and the Public Library." It seems to me that you could not have selected a better topic for an occasion of this kind. The Public Library is for the boys and girls, but the more boys and girls are made to appreciate it, the better it will be for the boys and girls; the easier it will be for you to get from the municipal governors where your library is located the funds necessary to extend your institutions and the better and wider work you will be able to do as public librarians. Now, I should not go too far in talking about public appropriations because Mr. Locke is present and he has an excellent memory (Laughter) and the revenues of the city are all appropriated for this year, very nearly, so I have to place a limit on that, but I want to assure Mr. Locke and you, Mr. President, and the ladies and gentlemen who are present that there can be no man in Toronto who appreciates more fully the great place that the public library fills in

a city like this. (Applause.) It is for parents to encourage the boys and girls, for teachers to draw the attention of the children to the benefits of the library, and then being in touch with the library for those who are in charge of it to see that they are taken care of, to see that that further inspiration and direction is given to them in the choice of books and in the courses of study which they undertake. Let me once more, Mr. President, bid this splendid company of librarians welcome to our City of Toronto, and I trust that your Convention will be successful and interesting in every detail. (Applause.)

MR. LEE: I beg to move that this meeting of the Ontario Library Association greatly appreciates the cordial welcome extended to us on behalf of the City of Toronto by His Worship the Mayor of Toronto, and the address which he has so kindly given us. It seems to me, Mr. President, that we ought to show our appreciation in a marked way for the kindness of His Worship the Mayor in coming here. When we come to Toronto, usually we generally go to see the Mayor—that is, if we have any business leading us in that direction, but this afternoon we are favored by the Mayor coming to see us, which I think merits at least our vote of appreciation and thanks. We are interested in the words that he has spoken to us, the words of reminiscence. We congratulate him on the high position that he occupies as the Chief Magistrate of this town, and we consider ourselves highly favored this afternoon, by having him here in our midst, and addressing to us these appropriate words of welcome. I beg to move, Sir, this resolution. (Applause.)

MR. WILLIAMS: I will take great pleasure in seconding that resolution. I appreciate what the previous speaker has said, and I appreciate very much the fact that His Worship the Mayor has paid us an official visit this afternoon. It also gives me a great deal of pleasure to congratulate him upon the high position which he occupies. It is an honor to himself as a Canadian, and an honor to the newspapers of this country to have one of their members in the civic chair of the greatest city in the Province of Ontario. I indeed have great pleasure in seconding the resolution.

Resolution put and carried with applause.

THE PRESIDENT: I have very much pleasure indeed in extending to you the hearty vote of thanks of this Association for your presence here to-day, and the very valuable words you have addressed to us, and I am very sorry that you cannot afford the time to remain longer.

MAYOR HOCKEN: The pleasure is all mine, and I regret extremely that the necessity I am under of opening the Horseshoers' Convention will prevent me hearing the President's address.

THE PRESIDENT: The programme calls for the President's address, and this it will now be my privilege to present:

THE PRESIDENT'S ADDRESS: "LIBRARY WORK."

BY DR. C. R. CHARTERIS, CHATHAM.

I should like to preface my address to-day by expressing to the members of this Association my sincere thanks for their placing me, last Easter, in the honorable position of president. This I esteem highly, not only for myself personally but for the library board which I represent. I can assure you that it has been a great pleasure for me to serve this Association in any way in my power.

In my brief presidential address I should like to call your attention first of all to the great development in library work in Ontario since the organization of this

Association in 1900. Then 25 libraries were represented at the first meeting; in 1912 65 libraries were represented. Not only is this numerical increase very gratifying, but the increase in interest on the part of trustees, librarians and general public is most marked and most welcome.

The connection between the library and the school is very close and constantly becoming more so. In fact, our best public libraries may be said to be continuation schools for the whole community. The value of this to an ambitious boy or girl is very evident, for it means that the education begun in the school may be continued—so far at least as books are concerned—in the library at practically no cost for books to the student or the parents.

This, however, involves careful consideration in the selection and purchase of books. The needs of a community are varied and yet all needs should be met as far as possible. To this end trustees and librarian—especially in our average town and village library—should consult frequently about the additions of books and periodicals.

The duty of library trustees is not confined, however, to the selection of books. He has many other and responsible duties, and he should take his office seriously. Regular attendance at board meetings is of great importance and the trustee should also have an intelligent acquaintance with the library movement outside of his own community. If he cannot attend to his duties, his place at the library board should be given to some one else who can and will attend.

The library movement in Ontario is greatly indebted to the Minister of Education for his continued liberality. Not only has the Minister been deeply appreciative of the work of this Association in general and of the Library Institutes, but during this past year he has manifested especially gratifying interest in providing generously for assistance to so many library boards in sending their representative to the American Library Association meeting at Ottawa last summer. To the whole-hearted interest of Inspector Nursey we are also deeply indebted. His untiring efforts to promote the library cause are gratefully recognized.

May I conclude by suggesting that we should take a lively interest, not only in stocking our libraries with the best books, but in efforts to induce the people to read them. A course of lectures—illustrated by lantern slides—on our great writers, Scott, Dickens, Shakespeare and others, would certainly be of great benefit in promoting the reading of our English classics.

THE PRESIDENT: The next order of business in this programme is the discussion of the President's address. As there is nothing in the address to discuss, we will proceed to the next paper, which is, "The Children's Room," by Miss Lillian Smith, head of the Children's Department, Toronto Public Library.

BOYS AND GIRLS AND THE PUBLIC LIBRARY.

BY MISS LILLIAN H. SMITH, HEAD OF CHILDREN'S DEPARTMENT, TORONTO PUBLIC LIBRARY.

I propose to treat the subject under the following heads:

1. The Children's Room, its purpose and ideal.
2. Its equipment.
3. The organization and administration of its various activities.
4. A review of the work of the Children's Rooms in the Public Libraries of Toronto.

The purpose of the Children's Room is to prepare for the adult department; to train boys and girls in the use of a library, and to instil in them a love of good books. As the influence of books upon a boy or girl before the age of 16 is either decidedly positive or negative, the sincerity of our work with children is laid in our belief in the power of the book and in the belief that the "wise use of our libraries by people in their mature years must to a large extent be governed by their training as children in their use." To quote from Miss Stearns, "The books that a boy reads for pleasure, do more to determine his ideals and shape his character than the text books he studies in the schools. Bad and indifferent literature is now so common that the boy will have some sort of reading, and therefore let him have wholesome books and learn to admire great men."

To secure the best possible results in any department of library work, it is important that the best possible accommodation and equipment are provided. A Children's Room is needed because children are a special class with special needs. The room should be bright and airy, with low open shelves containing attractively bound books and a few well chosen periodicals, low tables and chairs, preferably in two sizes; a bulletin board and a card catalogue will complete the equipment in its essential features. Where it is impossible through lack of space to have a separate Children's Room, an alcove or a corner of the general reading-room can be set apart for the use of the children and made as attractive as possible. Shelve all the children's books in this alcove and have every book within easy reach, the picture books being placed on the lower shelves. If the upper shelves are too high these may be covered with corticine or burlap and used for picture bulletins or a frieze. Place a low table and chairs close by, and a current number of *St. Nicholas* in view, and it will not be long until the empty chairs are filled and the shelves of the children's corner show wide gaps. In making up the collection of books for the Children's Room the class of readers will of course be kept in mind, and the opportunity for personal work. A successful juvenile book should be attractive in physical form, suitable in subject, and interesting in matter. It should likewise direct to good citizenship and have some claims to literary style. Give the children books in perspective of what you want them to read later. With the great range of children's literature the problem is not to find suitable books, but lies in the selection. It is wise to duplicate the best titles rather than add new ones indiscriminately. Do not make sharp distinctions between books for boys and books for girls, remembering that the books that live are universal. It is also a mistake to think that children always want stories of children. "Inspiration to heroic action is not found in stories for children." The books now considered as the birthright of every child, *Robinson Crusoe*, *Gulliver's Travels*, and others, were not originally written for children. An important type of books for small children is that in which the characters are animals and the action in terms of human conduct. In selecting Nature books, look out for the relative size in the illustrations and depend on the pictures more than the text to give children an appreciation of nature. There are books of travel and history in abundance, but biographies suitable in subject and material for the Children's Room are but few. We are reminded again and again that it is not the function of a biography to be a magnified epitaph or an expanded tract, and further, "Lives of great men all remind us, as their pages oft we turn, departing not to leave behind us, letters that we ought to burn."

There are so many serials in juvenile literature that it is difficult to keep entirely clear of them. Psychologically, serials in children's reading are bad. The voidness of such reading lies in the fact that they do for the child what the child should do for himself. To discard serials is to encourage imagination in children,

but in this paper we are not dealing with the problem of selection, only in so far as books are part of the equipment.

The activities of the Children's Room consist in personal work with the children during the hours the room is open, and in preparation for work with the children when the room is closed. Personal work with the children consists in helping them choose books for home reading, reference work for the child, story telling and club work, and an explanation of the card catalogue. Wherever a number of children are together, there is the problem of discipline, and so in connection with personal work is linked that of caring for the general order of the room, of impressing on the children the need of caring for the books, and of the necessity for personal cleanliness.

In preparing for work with the children there is the necessary routine of statistics and records to be kept, the filing of cards, indexing and list making, making of bulletins, and posters with book lists, classifying and mounting picture collections, mending books, shelf revision and shelving of books, preparation of stories for story hours and clubs. When the children are in the room, the atmosphere should be that of quiet helpfulness and sympathetic interest. Children require help and advice in selecting their books, as was demonstrated the other day when a seven-year-old brought me Verne's *Twenty Thousand Leagues under the Sea*, with the question "Please is that a fairy tale?" "No," answered a small girl with authority, "You can always tell the fairy tales by the 'Once upon a time.'" While helping the children in their selection it is easy to give directions regarding the use of the card catalogue, laying special emphasis on the subject entries; also concerning the arrangement of books on the shelves, and then perhaps you will be saved the experience of one children's librarian. I am quoting from her day book. "At two the Children's Room was full, and the shelves were a positive wreck. I wondered if I had been mistaken in my theory that the children were beginning to hold fast to the idea of neatness. Several willing workers started to fix things up, but when I had a moment to look at them a long row of blue books greeted my eyes, farther down a row of red ones, and so on. My helpers came triumphantly to announce the grandeur of their efforts."

In Reference work with the children, one's chief asset is a thorough knowledge of the resources of the Children's Library and also of the adult department. In no other way can one hope to satisfy, in the five minutes or so at her disposal, the clamoring voices that ask in the same breath for the causes of dreams, and of the Peninsular war, the manufacture of cotton, and the advantages of government by commission.

The work of the Story Hour can better be illustrated later in reviewing the work of the Toronto Children's rooms. The Story Hour is unquestionably one of the best methods of attracting children to books, if the stories are told with a distinctly connecting reference to books. The casual child who drifts into the library and comes to the story for amusement will remain to read the books suggested by the story teller, and, unpromising as these vagrants often appear, they just as often join the ranks of the serious readers.

Children's Rooms in charge of assistants are now established in three of our branch libraries, namely, Western, Riverdale, and College, thus covering the extreme west, east, and the central part of the city. The children who use the Western and Riverdale branches are almost entirely of Canadian parentage, although Western branch numbers among its patrons one foreign family, ten members of which read in the Children's Room. At College, more than half of the children who come to us are foreigners, mainly Italians, Russians, and Germans. With these little

strangers at our gates comes the responsibility of training them in Canadian citizenship and Canadian ideals. One such future citizen came into a children's room with a box of chewing gum to sell. "What does your father do?" he was asked. "He strikes." "Yes, but what does he do when he doesn't strike?" He said, "He only strikes." One way in which this responsibility is being met is through the introduction of the Canadian history story hour. This national story hour is held in the J. Ross Robertson room, which contains over 1,400 pictures illustrating early Canadian history. Over one thousand children during the last four months have listened to stories of Cartier, Champlain, Frontenac, Radison, La Salle and other early Canadians, with such interest that it has been necessary to issue tickets to limit the number who wish to attend.

The story hour is now an institution in five branch libraries, the three in which children's rooms are in charge of assistants, and two others, Yorkville and Queen and Lisgar. Regular story hours are conducted by the children's department in each of these, with occasional stories at other branches. The attendance is invariably large and enthusiastic, so much so that one assistant affirmed, on telling a story for the first time, that the eagerness and delight manifested by the children gave her a courage she did not before possess. At one branch, where stories were a novelty, nothing seemed to induce the children to leave their seats at the end of the story. When told there would be more next Saturday, they replied, "Please, that is seven days!" As they reluctantly departed, one small boy said; by way of farewell, "I'll see you again, Missus."

The story hour has been our strongest means of inducing the children to read good books. A book mentioned by the story teller is in immediate demand, and it is impossible to keep in the Children's Room any of the books from which stories have been told. Material for these stories has been drawn from almost every source and will form a basis for cycle stories next winter on the great national epics such as King Arthur, Charlemagne, Roland, and the Nibelungenlied. The increasing interest shown by school principals and teachers in the story telling carried on in the library is evidenced by the sending of whole classes to the library to listen to stories.

In addition to the story hours, several reading clubs for older children have been formed. One of these is the Maeterlinck Club, formed at the College Branch, of girls from twelve to fifteen. The club took its name from the girls' interest in an account of the life of that much-loved author of the Blue Bird. They have read and studied the Blue Bird, Cranford, Pride and Prejudice, and are now taking up the Nibelungenlied. Their programme includes monthly debates, the subjects of which have been chosen by themselves and have included old age pensions, immigration, and women's suffrage. In this way the girls are getting an idea of how to conduct a meeting on business-like lines, besides learning to appreciate the best in English literature. One of the encouraging things about the club is the absolute confidence they place in the club leader in regard to their pleasure reading. The books suggested to them in every case are taken home and are said to be enjoyed, and this by girls who formerly read only the lightest fiction.

The use of books in the Children's Rooms for purposes of study is growing steadily as their existence becomes better known. Their extensive use may be judged from the following questions selected from the daily records of the reference work: Canadian ownership of the Navy, the value of an Egyptian coin, is wealth or poverty the greater cause of crime, costumes of European nations, lives of Brock, Sir John A. Macdonald, Cabot, Champlain, etc.; how to keep hens, bees, and chickens; how to build a rabbit hutch. The children in our rooms during the last

few months have been busy climbing ladders. These ladders are made of stiff paper with bright colored steps, five in number, on each of which is printed the name of a book. As the child reads the first book a gold star is placed above the lowest step, and he climbs to the step above, and so on to the top. To give you an idea of the books read, I copied the titles from one of the ladders: Tales from Malory, Peeps at London, Stories of Scottish History, Boys who Became Famous Men, Life of Tecumseh. Thus are we making practical application of the words of Lowell, "Every book we read may be made a round in the ever lengthening ladder by which we climb to knowledge."

Insisting on personal cleanliness on the part of our small patrons is also a part of the daily life of the Children's Room. On one occasion the following dialogue ensued. Librarian: "Abie, your hands are very dirty, you must go home and wash them." Abie: "Please ma'am, that's my color." Some of the children use peculiar constructions which the librarians occasionally feel called upon to correct. This librarian was very tired at night, and when a child came in and said, "I brung my books back," she, without thinking and meaning to correct, said, "Don't say brung, say brang!"

In the Christmas season an exhibition of gift books for children was a feature of the work. This was held early in November, so that parents might have plenty of time to order the books desired. The exhibition was held in response to the many requests from parents for help in selecting suitable books as holiday gifts for children. The books were grouped to illustrate the wide variety of children's interests, such as Nature Study and Natural History, Biography, Poetry, Fairy Tales, Canadian Life and Adventure, etc. Parents, teachers, social workers, illustrators and authors flocked to the exhibition, over fifteen thousand in all. We hope to make this important feature an annual one, and thus give aid to all who are interested in literature for boys and girls.

The work has already grown beyond the facilities of the present room at the College Branch, and the very great need for a properly equipped Children's Room where the work can be carried on in extended and satisfactory lines is daily forced upon us. The work with children in Toronto is only in its first stages of development as yet, but the beginning is the most important part of any work, especially in the case of children at the time at which character is being formed, and the opportunities for development are so numerous. But the interest and charm of the work, the daily associations with great books, and the inspiration that comes from contact with children compensate for much necessary drudgery and any seemingly disheartening features.

The importance of this work is so far-reaching in its influence, that it ought not only to challenge the serious consideration, but also enlist the enthusiastic co-operation of all library workers in this Province of Ontario in their efforts to promote the intellectual and moral welfare of the rising citizenhood of this great and growing Canada of ours. This is the truly Nationalistic movement in our country, and we can accomplish more through the children than through political creeds, policies and debates among the adult population of more or less fixed beliefs and limited outlooks.

MR. MOORE: I do not think we should let that excellent paper pass unnoticed. I would like to see that paper kept, and if we can find space in our Report for that paper, it would be an excellent thing to print it. It deals with a most important subject, and there are some most excellent points we could make use of if we had that paper before us. If we just leave it as it is, it will soon pass out of our minds, and the value of the paper is lost. I would, therefore, move that it be printed in our reports so that we can make use of it.

A DELEGATE: I have pleasure in seconding that. The paper was an extremely able and comprehensive one, and contained such information as we want.

THE PRESIDENT: These papers will all appear in the Proceedings; they are all printed in full.

MR. STEELE: I think it would be a better thing still if there was some way of getting that printed so that it would come to the eyes of the school teachers of the country. We are anxious to interest our school teachers, especially our public school teachers, in the work of the library, and a paper of this kind showing what has been done would be very stimulating. I am afraid that sometimes these reports do not go very far after they leave the post office. If you could induce the public prints of Toronto to issue this paper so that it might come under the eyes of those who are interested in education generally, it would be of value. We need to do something nowadays to help undo the damage that is being done by the sporting pages of our daily papers. If there is anything in this country that is injuring the English of our younger people, and will undo all the work that is being done in these children's classes, it is this sporting page. They seem to have a lingo of their own, and the young people seem to take to it with ease, and very soon we will have a new language; we won't know what our children are saying. Certainly the public library will have a great work to do undoing this and the paper we have heard this afternoon is a way to undo it. I only hope there will be some way devised that will give it a larger circulation than we have in our Proceedings.

DR. DALES: I should like to concur in the statement that has been made by the gentleman who has just sat down. It gives me a great deal of pleasure indeed to see the manner in which this programme has been gotten out for this year. Some of you have heard me before and know that for some years I have been advocating the possibility of bringing together and making a much closer connection between school life and public libraries, and possibly before the afternoon is over, I will really have something more to say in connection with that. To wait until we get our Proceedings for this paper is to wait altogether too long. I think if possibly that paper could be printed at once, so that we shall be able to retain just a little bit of the enthusiasm that we may have to-day in connection with it, and bring some of those things into active operation at once, would be an excellent thing. If that paper could be published and sent to every public school teacher and every high school teacher, there would be a great deal of activity taking place in our smaller libraries. This thing has worked out very nicely in the larger libraries, and can be worked out in the smaller libraries if some other things are worked along to help it. (Applause.) I think Mr. Hardy in his report stated that the list of books published by this Association were sent around to public school teachers.

THE SECRETARY: All High Schools and Continuation Schools.

MR. GURD: The chief topic of this meeting is Boys and Girls. Now, I would take it for granted that that splendid paper would be published in our Proceedings. Then there will be others along the same lines. Would it not be possible that the Proceedings also be sent to the school teachers as well as the members of this Association, so that they would have the benefit of these papers, which certainly would be of great interest and value to them? Perhaps the Department would be kind enough to send these Proceedings to the teachers in view of the subject matter discussed.

THE SECRETARY: That thought had been running through my mind, but it is what the commercial men call a pretty large order. There are about 8,000 school teachers in this province, and for the government to distribute these so that every person gets a copy, would, I think, be a good use of the government funds, but it is asking the government for quite a good deal. I would suggest that this matter be referred to the Resolution Committee to bring in such a resolution with regard to the printing and distribution of extra copies of the Proceedings, including not only the paper we have heard, but all the papers on the work of boys and girls they think wise to ask the government for. I really think these ought to be put in the hands of the teachers, but when you ask the government to send it to 8,000 teachers, it is asking a great deal. However, I think the Resolution Committee might take that into account. I would move that this question of the distribution of the papers in connection with the topic of boys and girls be referred to the Resolution Committee to bring in such a resolution as they may think will cover this whole matter.

MR. MOORE: I would second that.

A DELEGATE: I understood, of course, that the Proceedings of the Convention would be printed and distributed. My understanding of the motion which was seconded, was that this paper be printed for distribution. That would mean a very much less expenditure of money, for those are just the things we want to know. I think it is a most important question, one of the great problems that we have to settle and I think we should begin on the ground floor, get the thing started; we can easily enlist the co-operation of the teachers of the public schools. Of course, such a distribution of the Proceedings of this Convention as is possible will do, but the primary object is to get the question before the people in the proper way, and this is one of the methods.

A DELEGATE: Would not it be a good idea to go to the expense of having it all printed out in a separate paper? If we can get one of our city papers to print it in full—I suppose the *Mail and Empire* might do it; it has the largest circulation. (Laughter.)

MR. GRANT: I suggest that the discussion of this topic be left over until we get through the next three. There are, Books for the Boys, Books for the Girls, and Books for the Little Ones. The three following topics are so closely allied with the one we are discussing that I think time would be saved by reserving discussion until we get through with the next three.

THE PRESIDENT: There is already a motion that this be referred to the Resolution Committee.

MR. GRANT: I make an amendment that the further discussion of this topic be left until we get through with the next three parts of the programme.

A DELEGATE: I second that motion.

Amendment put and carried.

THE PRESIDENT: The next topic is "Books for the Boys."

BOOKS FOR THE BOYS.

BY GEORGE H. LOCKE, CHIEF LIBRARIAN, TORONTO PUBLIC LIBRARY.

Mr. Locke said that instead of using up his short allowance of time by a theoretical discussion of the age when reading begins, the time it reaches its height, the class of books most read, the class of books which ought to be read, the persons who are competent to give such advice and the mistakes they make, he would

venture upon that dangerous custom of reading a selection of books, which in his opinion, were such as would prove interesting and instructive to Canadian Boys. This is not a list of a "Hundred Best Books," but a list of a hundred books sufficiently different to attract boys of varying tastes and varying environments, books in which action plays a prominent part and therefore suited to the restlessness of youth. They are such as will widen the horizon, will show the boys that there is a "world behind the hills" and incidentally give them a knowledge of the British Empire, who have made it what it is, through what struggles this has been accomplished and how the lives of the great men may inspire the boys of to-day, who have as great problems to solve though of a different character. These books would form a nucleus of a collection of "Books for Boys" in any library in the Province.

ONE HUNDRED BOOKS FOR BOYS.

- "Tom Brown's Schooldays"—Hughes.
- "Tom Brown at Oxford"—Hughes.
- "Tom Sawyer"—Mark Twain.
- "Huckleberry Finn"—Mark Twain.
- "The Hill"—Vachell.
- "Treasure Island"—Stevenson.
- "Kidnapped"—Stevenson.
- "Ivanhoe"—Scott.
- "Talisman"—Scott.
- "Tales of a Grandfather"—Scott.
- "Black Beauty"—Sewall.
- "Peter the Whaler"—Kingston.
- "The Three Midshipmen"—Kingston.
- "Midshipman Easy"—Marryat.
- "Masterman Ready"—Marryat.
- "Pierre and his People"—Parker.
- "How Valmond came to Pontiac"—Parker.
- "The Conspiracy of Pontiac"—Parkman.
- "Montcalm and Wolfe"—Parkman.
- "Lords of the North"—Laut.
- "Heralds of Empire"—Laut.
- "Canada"—Laut.
- "School of the Woods"—Long.
- "The Crossing"—Churchill.
- "Richard Carvel"—Churchill.
- "The Golden Dog"—Kirby.
- "The Sky Pilot"—Connor.
- "Black Rock"—Connor.
- "Glengarry School Days"—Connor.
- "Hoosier School Boy"—Eggleson.
- "Hoosier School Master"—Eggleson.
- "Lives of the Hunted"—Seton.
- "Wild Animals I Have Known"—Seton.
- "Captains Courageous"—Kipling.
- "Jungle Books"—Kipling.
- "Cruise of the Cachetot"—Bullen.
- "White Company"—Doyle.
- "Sherlock Holmes"—Doyle.
- "Bob, Son of Bat'le"—Ollivant.
- "The Fifth Form at St. Dominic's"—Reed.
- "The Willoughby Captains"—Reed.
- "Gulliver's Travels"—Defoe.
- "Crimson Sweater"—Barbour.
- "The Boys of St. Timothy's"—Pier.
- "The Spy"—Cooper.
- "Last of the Mohicans"—Cooper.
- "Adventures of Billy Topsail"—Duncan.
- "The Varmint"—Johnson.
- "Charles O'Malley"—Lever.
- "Twenty Thousand Leagues under the Sea"—Verne.
- "Robinson Crusoe"—Defoe.
- "Swiss Family Röbinson"—Wyss.
- "Brock"—Nursey.
- "Tecumseh"—Gurd.
- "From Tenderfoot to Scout"—Ruddy.
- "Westward Ho"—Kingsley.
- "Two Years Before the Mast"—Dana.
- "Oak Street Boys' Club"—Eldred.
- "Story of a Bad Boy"—Aldrich.
- "How Canada was Won"—Brereton.
- "With Roberts to Kandalfar"—Brereton.
- "A Boy of the Dominion"—Brereton.
- "Ungava"—Ballantyne.
- "The Young Fur Traders"—Ballantyne.
- "With Wolfe in Canada"—Henty.
- "The Dash for Khartoum"—Henty.
- "Uncle Tom's Cabin"—Stowe.
- "Tales from Shakespeare"—Lamb.
- "Plutarch's Lives."
- "Pioneers in India"—Johnson.
- "Pioneers in Australia"—Johnson.
- "Pioneers in Canada"—Johnson.
- "Pioneers in West Africa"—Johnson.
- "Our Empire Story"—Marshall.
- "Scotland's Story"—Marshall.
- "Harper's Electricity Book for Boys"—Adams.
- "Harper's Machinery Book for Boys"—Adams.
- "Harper's Outdoor Book for Boys"—Adams.
- "Field and Forest Handy Book"—Baird.
- "Stories of Invention"—Doubleday.
- "The Wonderland of Stamps"—Burroughs.
- "How to Collect Postage Stamps"—Smith.
- "How Two Boys made their own Electrical Apparatus"—St. John.
- "The Wireless Man"—Collins.
- "Boy's Own Guide to Fishing"—Keene.
- "Treasury of Verse for School and Home"—Edgar.
- "Rob the Ranger"—Strang.
- "Barclay of the Guides"—Strang.
- "The Bending of a Twig"—Coke.
- "The House Prefect"—Coke.
- "Romance of the King's Navy"—Fraser.
- "Romance of the King's Army"—Tucker.
- "The Magic Forest"—White.
- "The Blazed Trail"—White.
- "Starting in Life"—Fowler.

MISS CARNOCHAN: Did you read "Camp Stories," by Roberts? I would like you to put that in.

MR. LOCKE: I could make up another hundred easy. That is only the first one. (Laughter.)

THE PRESIDENT: The next is "Books for the Girls," by Miss Mary J. L. Black, of Fort William.

BOOKS FOR GIRLS.

BY MISS MARY J. L. BLACK, FORT WILLIAM.

There is no problem that has given me, as a librarian, more thought than the question of books for girls, and no subject upon which I have been able to find so little assistance. I have watched eagerly for anything and everything in the shape of Fingerposts, and Children's Reading, and only on the rarest occasions has it seemed to me, at all events, that the writer has had any knowledge of the child, no matter how familiar he might be with the literature of children. He almost invariably writes for the benefit of a youthful Gladstone or Macaulay, or else for an absolutely impossible little prig, who, thank fortune, never was born. He also invariably supposes the child to belong to cultured parents, to be a member of a home in which reading is as necessary as eating or sleeping, and clean literature as essential as clean food. Now, the real facts are, that the average home is not a cultured home, and the average parent takes absolutely no responsibility for her child's reading. I am quite safe in saying, that for the thousand children who take books from our library there will not be one hundred whose reading is noticed in the home, and not twenty-five whose reading is supervised. When life was less complex than it is now, and the members of the household more dependent upon each other for enjoyment, there was that delightful bond of reading aloud, and many a child was introduced to good literature—good, simply because one cannot read bad aloud—who would never have acquired any taste for it otherwise. The present day child no longer has that unconscious supervision, for the family circle, as we remember it, no longer exists.

The student of child literature next takes it for granted that the average child reads from a very early age. Of course, it may be that the extent to which the contrary is true is greater in the West than with you here in the East, but it is my experience that the average child does very little reading before he is ten or twelve. This fact in itself is sufficient to alter entirely the selection of literature for him, and makes the ordinary reading list even more useless than it would otherwise be.

The one line upon which they are all fairly accurate is that of the boys' reading, but that is an easy question, for boys have been boys from earliest times, and we have the accumulated experience of ages for handling them, and so, while the actual lists may not be very valuable, the suggestions accompanying them are usually quite helpful. In the case of the girl, however, they are entirely in error, for the girl whom we know is the product of the last fifteen years, or twenty at most, and her characteristics have certainly never been accurately analysed in any book that I have seen on the question of "Books for Girls." The fact that she is almost a new species, an absolutely new type, does not necessarily imply that she may not be a great improvement upon anything in the line of woman kind that has preceded her, but it does mean, that with her, an entirely new problem

has been presented to the educational world, and a study of her is essential if we are going to get the best out of her. The whole relationship of the twentieth century girl to society is changed, in fact the modern feminist movement enters into the life of the little girl almost as much as into the life of her elder sister or mother. She recognizes her own personality as never before in the history of civilization; is, in fact, the great Ego, the rest of the world are simply accidents. And the rest of the world seem to accept her judgment. They recognize that she is such a delightful little animal, a much more amusing toy than when she said "prunes and prisms," and did what she was told without question, when she was the facsimile of the adults with whom she came in contact. For harking back again to her surroundings, just as in the present day, the relationship between the parent and the girl is altered, so is the school relationship changed, though to a lesser degree, and the average girl is not so likely either to be a worshipper of her teacher nor to abide implicitly by her advice and suggestions. The extent to which the teacher controls the reading of the girls of the present day is practically nil. When, excepting in this twentieth century, could the following incident occur? A half-dozen girls met in the lobby of our library and were comparing notes in regard to their books, when a seventh arrived. They immediately pounced upon her and demanded what she had, but she responded calmly that she had not opened her book, and proceeded to explain that when she was taking it out of the library she had met one of the teachers, who remarked "That is a lovely book," and the girl continued, "So I knew it was not for mine." Apparently the rest of the girls felt the same way, for I watched that book closely, and never saw one of that group take it out.

I really don't wish this to appear as an arraignment of either the present-day parent or teacher, nor is it even an adverse criticism of our girls, but it seems to be most necessary that we should know these facts and accept the logical conclusion, that the actual responsibility for the control of the reading of the girl is shifted from the shoulders of those who once carried it to ours, and that we must study her as an individual before we can hope to solve the problem of how the right class of reading is to reach her hands. It is because the girl feels that there is absolutely no compulsion in her relationship to the library that makes it possible for us to touch her at all. She comes to us of her own volition, to amuse herself; she will read what she wants to read, or nothing. How can we make her want the right thing? If she has read nothing, the problem is comparatively easy. Give her Mary Carey or some other simple story that is easily followed, and it is only a matter of time and patience before you can give her almost anything that you wish. Unfortunately, though, the majority of our girls have read something, and while they are not familiar with Alice, they know the priggish Elsie and the weeping Ellen most intimately. They know nothing of Cinderella, and they never heard of Miranda, but they do know Stacpoole's Purple Island, and without a moment's hesitation will ask for one of David Graham Phillips', "because they liked his Grain of Dust so much." I assure you that these girls do not know the fairy tales, they do not know the Bible stories, and it is only by the most tactful handling that they will take any book that they have not seen advertised in the book store windows. Their imagination or poetic taste has never been developed, so it is useless to try to send them back to Grim or Carroll, and they are too sophisticated to be other than bored by the school girl stories. What do you with them? Personally, I have often given thanks that Rosa Carey and Amelia E. Barr have given us their stories. They may not be strong meat, but they are not rancid anyway.

It was indeed the difficulty of getting the girls beyond this class of novel that overwhelmed me and that finally resulted in our organizing our various clubs for girls, not because one can handle them better in groups, for library work must be individualistic in its methods, but because these clubs form the best means of advertising the books which we wish read. Let one girl enjoy a book, and there will be half a dozen other girls take it out. Our first club called themselves the "Select Ten," and have a button with that legend upon it, which they wear with great pride, but they do not know that they were a selected ten of the most influential junior high school girls. This club meets once a week, and reads for an hour and a half. In selecting books for our reading, there were various things that had to be considered. First, as they had to give constant pleasure, they had to be full of incident, and entirely free from analysis, and, as we were to read aloud, it was necessary to select books that the girls could read in such a way as to be intelligible to the rest. The sentence had to be very simple, and the vocabulary such as belongs to the ordinary girl. We started on Mary Carey, and then took Rebecca. Castle Blair followed next, but we stopped after one evening, and the same fate befel Cranford. The modern girl demands a modern story, so we tried Stalky and Co. next, and I was greatly surprised to find that I had to practically force them to read even that racy modern yarn, and in order to hold the interest at all I had to do the greater part of the reading myself. When we took "In Her Sixteenth Year" we found ourselves quite in our element, and promised ourselves another "Phoebe Gay" soon. Little Lord Fauntleroy was next read with great pleasure, when we returned to Castle Blair, which we are now really enjoying. They have put aside "The Secret of the Clan" for the next book to read.

Another group of girls, of from twelve to fourteen years of age is in charge of one of the assistants, who is trying most successfully to interest them in the fairy tales, through a dramatic presentation. Sometimes she dramatizes the story herself, or else uses some of the plays arranged for children. These they read and act together. We are following the reading of this group with great interest.

Of course our story hours proper do not come under the same class, for they deal principally with the children who are eager to be guided, but all the way through, from the story hour for the littlest ones up, the endeavor is to interest them first and foremost in the actual process of reading. We feel that having taught a girl to read with understanding and enjoyment a healthy story, one has put her on the highway towards getting that broad education to have which is her right. We make no special effort to inform her; her general information she should get in school, but we feel that we have not done our part if we have not acquainted her with the fact of the existence of poor little Tom, who, while he did not know who General Information was, knew a boy who went away to be a drummer, and of all the wonderful things that drummer saw. To me, it is most gratifying that with this class of readers one can confine one's efforts to the purely cultural side of reading. It is such a relief to forget the time that our library is the actual residence of our useful but tiresome friend "General Information," and to only remember that it is the home of Romance and Poetry, and of those intangible things which are in reality the only things in life worth while, the only things that never grow stale or out of date, the enjoyment of which increases with compound interest as the years advance. You see, I too, am accepting the twentieth century girl's opinion that she is here to enjoy herself.

In selecting novels for the girls, the same general requirements hold good as for any other class of readers. A book must first of all be true to life, and if it is a

picture of girl life it should present the average girl, with only the average number of luxuries and comforts; in fact, any novel, the interest of which lies in the depiction and description of wealth and idleness is distinctly injurious. A story should be shut out if it does not inculcate the principle of self-control and respect for the opinions of the elders. For instance, such a story as appeared recently in the *Youth's Companion*, in which a young girl teaches her elderly relative her shortcomings, is harmful, and, all the more so, because it is written in a humorsome way.

I would give the fifteen-year-old girl a story with as much action in it as possible, and would do all in my power to interest her in the boy's story of adventure, those in which the two sexes do not figure. Give her books in which she enters into the life of her hero, and let her follow him in his boyish activities and see him as he really is, a boy among boys, and incidentally she may notice the number of times in which he ever thinks of a girl are few and far between; that knowledge may be good for her vanity later on. If it were possible to have these activities of such a nature that the girl might herself become interested in them, it would be a decided advantage. Physical activities will do more to guard our girls of the twentieth century than any other form of education.

While a wholesome love story can do no girl any harm, I think that their number should be reduced as much as possible, and the average modern love story with its sensuous atmosphere excluded entirely. There are not very many stories like that of Meg and John Brooks, but there are enough, for all such stories stand any number of re-readings, and the girl who is not made more womanly and loving by their influence is not yet born.

Of course, it goes without saying, that the English should be pure, and that any novel that inculcates the British spirit is more than worth while, and in that connection, if the girl can be lead to understand that the strength of the Empire is represented by the strength and gentleness of her women, the book is doing a public service of incalculable value.

Having once won the girl's confidence, and shown her that you are not trying to spring any supplementary reading on her, she will follow you almost any place that you lead, preferring, though, the novel, or poetry, or possibly the simpler essays. Often one finds that her interest in music will make it possible to introduce that line of reading; and I find the loaning of the back numbers of the *Etude* very useful for that purpose. Apart from any musical education that she may thus acquire, it is often the means of introducing her to the Biography section, and once get a girl there she is perfectly safe, and may be pretty much allowed to prowl for herself.

Girls are not generally interested in books of travel, the graphic tale of adventure does not appeal to them, but I have often noticed that they will read the quiet self-restrained accounts of a Butler or Shackleton, when Du Chaillu or Sven Hedin had no charms.

You will understand that in presenting a list of books with this paper I have made a selection in accord with its general tone. The books are for the girl who knows not self-control, nor concentration, for the lovable precocious girl, with an uncanny knowledge of life as picked up in the playground and street, and from the even more pernicious experience of the poor play and moving picture show.

It may not be that "Anne Veronica" is a fair type of our twentieth century young woman, but there is a great probability that the little girls whom we now have with us will develop into just such as she in the next ten years, and society

will, in her, have a female Frankenstein on it's hands, if some one, and that some one seems to be we librarians, does not step in who can see her exactly as she is, and so will be in a position to give her the right perspective of life, to give her poise and an ethical outlook, which will show her that though she is here to enjoy herself, to develop her own personality, that it is only through contact with the rest of the world that she can get either, and that anything that she tries to get at their expense will only redound to her own hurt and unhappiness.

STORY BOOKS FOR THE FIFTEEN YEAR OLD GIRL.

Alcott; Little women: Little men.
 Altsheler; Horsemen of the plains.
 Ballantyne; Erling the bold.
 Barrie; Sentimental Tommy; Little Minister.
 Bell; Wee Macgregor.
 Bevan; Goldsmith of Chepe.
 Black; Daughter of Heth.
 Blackmore; Lorna Doone.
 Bland; Harding's luck; Treasure seekers.
 Bosher; Mary Carey.
 Brazil; Nicest girl in the school.
 Brereton; How Canada was won.
 Bronte; Jane Eyre.
 Brown; Her sixteenth year; Phoebe Gay.
 Buckrose; Love in a little town.
 Bush; Prairie rose.
 Carroll; Alice in wonderland.
 Catherwood; Rocky ford.
 Clemens; Tom Sawyer;—Huckleberry Finn.
 Cotes; Sonny Sahib.
 Couch; True Tilda.
 Coke; House prefect.
 Craik; John Halifax.
 Defoe; Robinson Crusoe.
 Dickens; David Copperfield;—Pickwick papers.
 Dix; Little captive lad; Merrylips.
 Dodge; Donald and Dorothy.
 Doyle; White company; Sir Nigel.
 Dimock; Dick among the lumber jacks.
 Dudley; The school four.
 Ewing; Six to sixteen.
 Finnemore; Wolf patrol.
 Fitzpatrick; Jock of the bushveld.
 Forrester; Polly Page ranch club; Polly Page yacht club.
 Gillmore; Phoebe and Ernest.
 Gomme; Princess story book.
 Green; French and English; Little lady Clair.
 Grinnell; Jack, the young canoeman.
 Hall; In the brave days of old.
 Heddle; An original girl.

Henty; In the heart of the Rockies; St. George for England.
Hill; My wonderful visit.
Home; Fellow who won; Well played.
Hinkson; Princess Katherine.
Hughes; Tom Brown.
Jackson; Nelly's silver mine.
Jewett; Betty Leicester's Christmas.
Keddie; Loyal little maid.
Kingsley; C.; Westward Ho. Water babies.
Kingsley, F.; Singular Miss Smith.
Kipling; Captain Courageous; Stalky and Co.; William the Conqueror; Kim.
Knightley; Cavaliers.
Laut; Heralds of Empire.
Lover; Handy Andy.
Lugard; Castle Blair.
McClung; Sowing seeds in Danny.
Major; Little king.
Martin; Emmy Lou.
Martin, H. R.; Tillie, the Menonite maid.
Marchant; Daughter of the Dominion.
Marryat; Jacob Faithful; Mr. Midshipman Easy.
Molesworth; Carrots; Little Mother Bunch.
Montgomery; Anne of Avonlea; Anne of Green Gables.
Mulbach; Empress Josephine.
Oxley; With fife and drum at Louisbourg.
Palmer; Where honor leads.
Pier; Harding of St. Timothy's.
Porter; Girl of the Limberlost; Freckles.
Porter, J.; Scottish chiefs.
Reade; Cloister and the hearth.
Remick; Glenloch girls.
Rice; Lovey Mary; Mrs. Wiggs of the cabbage patch.
Richards; Hildegarde.
Richmond; Second violin.
Roberts; Barbara Ladd.
Ray; Ackroyd of the faculty.
Scott; Ivanhoe; The talisman.
Seaman; Jacqueline of the carrier pigeons.
Sharpe; Making of a school girl.
Singmister; When Sara saved the day.
Stevenson; Treasure island; Kidnapped.
Stockton; Rudder grange; Penelope's travels.
Tallentyre; Basset.
Turner; An Australian lassie.
Vaizey; Pixie; Houseful of girls.
Webster; Daddy long legs; Just Patty; When Patty went to college.
Weikel; Betty Baird.
White; Borrowed sister; An only child; Little girl of long ago.
Whitney; Biddy's episode.
Whyte; Five McLeods.
Wyss; Swiss family Robinson.

THE PRESIDENT: Before calling the next paper, allow me to call your attention to the Question Drawer to-morrow morning at eleven o'clock. The Question Drawer will be conducted by Miss Hunt. Questions can be handed to the Secretary any time on Monday and Tuesday. This will be an excellent opportunity of getting expert opinion. If any of you have questions that you would like to have answered, you should make note of them and hand them in to the Secretary so that they can be taken up with the Question Drawer to-morrow morning.

The next paper is "Books for the Little Ones," by Mrs. W. J. Hanna, of Sarnia. Mrs. Hanna is not here, so Mr. Grant will read the paper.

MR. GRANT: Mrs. Hanna is not able to be with us this afternoon. She has a very good reason for not being here; she has all of her children home with her this week and she thought it was her duty to stay home with her children. She gave me her paper on Saturday afternoon and asked me to read it over and criticize it. After I had read it through I said I have just one criticism to make and that was that she did not show any means whereby the literature that she had spoken of here could be put into the hands of the little ones, and, the people with whom she is specially dealing are too young to go to the library and find it themselves. The boys and girls of maturer age can be trusted to go to the library and hunt around, and they will eventually find what they desire for themselves, but the little boys and girls cannot do that. And my objection was that she had not devised any scheme whereby this literature should be made available to them. And from that we passed on to the discussion of our work in connection with the Story Hour which we carry on, and carry on so successfully, that the limit of success is simply the limit of standing room in our auditorium. I was there a week ago and every available foot of room was occupied by the children from four years up and they stood there for more than an hour to listen to a lecture on Ireland. My objection then was that there was no provision for bringing this literature to the little ones. Mrs. Hanna suggested a solution for it—and it was downright stupidity that we had never thought of it before—and her suggestion was: "Why have not you got a Story Hour for Mothers?" That to my mind solves the difficulty to a great extent. One thing I am certain of and that is, that the Sarnia Public Library is going to establish and try the experiment of the Story Hour for the Mothers, and I believe it can be made a success. And if it can, the question of how to bring good literature to both the small and larger children is solved in the case of those parents, those mothers who are really interested in the welfare of their children.

BOOKS FOR THE LITTLE ONES.

BY MRS. W. J. HANNA, SARNIA.

These books will be of two classes—books that the parent or big sister, teacher, or librarian will use to tell or to read stories to the child, and the books the child will read for himself. In these days of cheap reading, cheap moving picture shows and cheap music, it was never of more importance than now that a wise choice should be made for him till his taste is formed. Then he will instinctively choose the best for himself, and will reject the second best, that is, dime novels, coarse exciting shows, and ragtime.

The modern mother feeds and trains her baby according to the best laws of health, realizes her duty in training the mind. She knows that story telling has

an important place in the cultivating of imagination, implanting of lofty ideals and imparting of useful knowledge.

The teacher and the librarian know that the foundation work is done in the home, and if this important meeting which is giving so much time and enthusiastic thought to needs of the child in the library can just establish a close, sympathetic relation with the school and with the home, a great deal will be done towards the "uplift of the race."

Before the baby is old enough to walk he will respond to rhythm. He will love the nursery rhymes and jingles in endless repetition. The mother will find them all in Wiggins and Smith's collection called "Pinafore Palace." Jacob's "English Fairy Tales" will give her all the nursery tales, and another good collection is Wiggins, "Tales of Laughter." If she can afford it she will find Eva March Tappan's "Children's Hour," in ten volumes, a good investment, but if it should be the case of large family and small library and one book, the one book should be Horace E. Scudder's "Children's Book," as it is a complete collection of the best stories and poems in the language.

At this stage there are two useful books by Sara Cone Bryant, "How to Tell Stories to Children" and "Best Stories to Tell to Children." These books are for the mother and have no pictures, so we must choose good picture books for the baby. They may be of linen, but the well-trained child learns to love and care for books, so linen indestructible ones are not necessary. Picture books illustrated by Walter Crane, Kate Greenaway, Peter Newell, Jessie Wilcox Smith, Ralph Caldecott, Palmer Cox, Gelett Burgess, should be chosen. They should be pictures of life as the child knows it, should be brightly colored, full of joy and action. "Our Pets at Home," "Folks at the Farm," "Wild Animals" are for the baby. Then, when he is a little older, get him Boyd Smith's "Farm Book," "Baby's Own Aesop" illustrated by Crane, "Under the Window" illustrated by Kate Greenaway, Tappan's "Golden Goose Book," with Brooks' colored prints. There should be plenty of picture books in the children's room, so that the wee person shall feel that he is as welcome there as the college professor. We want him to enjoy the library when he is very young and form the habit of spending happy hours there.

Books the child will like for the funny pictures are the "Book of Cheerful Cats," The Caldecott picture books, Palmer Cox's "Brownie Books," "Chicken World," with pictures by Boyd Smith, Johnny Crow's "Garden Book," "Slovenly Peter," by Hoffman, "Clean Peter," by Adelborg, "Careless Jane," by Katharine Pyle, telling the sad fate of a careless girl. Gelett Burgess's "Goops and How to be Them" should give us polite infants. But our well-trained child will not destroy the best books in the house, and we have only to look back at our own childhood to know the keen delight he will have of puzzling over beautiful pictures on Sunday afternoons, and the scraps of unrelated knowledge he will have in his mind to tack later facts to.

By this time the child will feel the need of learning to read. There are any number of graded books for easy reading that do not look like school books. Some of them are "Peter Pan Alphabet," "Baker's Action Primer," "The Sunbonnet Babies," "Overall Boys," "Cherry-tree Children," "The Hiawatha Primer," "Seed Babies," by Morley, "Plant Life," "Animal Life," by Florence Bass.

The list of stories and legends useful at this time is a long one. Some are Lefevre's "Cock, the Mouse, and the Little Red Hen." Beatrix Potter's "Peter Rabbit." "So-fat and Mew-Mew," Craik Wheelock. "Crib and Fly," a story of two terriers that boys will enjoy. "Bunnikin-Bunnies" and "Moon-ring," by Edith Davidson. Girls will like "The Lonesomest Doll," by L. M. Crothers.

“Kittens and Cats,” by E. O. Grover, has good pictures of cats and stories for the wee person. A. L. Burns has two nice little books of short stories, “The Crooked Block” and “Kitty Gay’s Journey.” “Lodrix,” a story of lake dwellers by Belle Wiley is also easily read, as is “Hooks and Eyes,” by F. Langbridge. Amy Prentice has quite a series of animal stories, “Brown Owl’s Story,” “Speckled Hen,” etc. Also use White’s “When Molly was Six.”

Eddy’s “Friends and Helpers” will teach him considerable kindness to animals and pets. There are many other stories as he grows older, such as “Two Dogs and a Donkey,” by A. G. Plympton; “A Story Without an end,” translated from the German, “Miss Muffet’s Christmas Party,” “The Monkey that Would Not Kill,” by Drummond, and the following:

- “The Peterkin Papers,” by Hale.
- “Princess Idleways,” Hays.
- “Adventures of a Brownie,” Mulock.
- “The Arkansaw Bear,” A. B. Paine.
- “Five Little Peppers,” Margaret Sidney.
- “Little Lord Fauntleroy” and “Sara Crewe,” by Burnett.
- “Dandelion Cottage,” Rankin.
- “Their City Christmas,” A. F. Brown.
- “Rackety Packety House,” Burnett.
- “Heide,” by Spyre, telling of a little girl’s life in an Alpine village.
- “Little Citizens,” Myra Kelly.

We must at the same time impart useful information. We can begin by Peary’s “Snowbaby” and Eskimo Stories” by Smith, “Little Folks of Many Lands” by Chance, “Stories of the Maple Land” by Katharine Young, “Red Folk and Wild Folk” by Deming, Anderson’s “Seven Little Sisters,” and also use the “Little Cousins” series. Huster’s “Stories of Indian Children” and Holbrook’s “Nature Myths,” also “Mr. Wind” and “Madam Rain.” These should give him a good idea of child life in other lands and make his later geography interesting.

To cultivate the child’s imagination and implant lofty ideals the myths and fairy stories are useful. The parent will at first read them aloud, but wonderfully soon the child will read them by himself. He will love “The Blue Fairy Book,” “The Book of Saints and Friendly Beasts” by Abbie Farwell Brown, “Grimm’s Fairy Tales,” translated by Beatrix Marshall and published by Harpers in the one volume. Baldwin’s “Fifty Famous Stories Retold,” Williston’s “Japanese Fairy Tales,” Kipling’s “Jungle Book” and “Just-so” stories.

Langerlof’s “Adventures of Nils” gives Swedish folk tales in the story of the cruel little elf. Norse tales are given by A. F. Brown in “In the Days of Giants,” also Norwegian myths in “Asbjornsen,” “Fairly Tales from the Far North.”

The Greek myths are beautifully told in Buckley’s “Children of the Dawn” and in Kingsley’s “Greek Heroes,” and we must not forget Hawthorne’s “Wonder Book” and “Tanglewood Tales.”

Besides the old myths are many good modern fairy tales, as the immortal “Alice in Wonderland,” Craik’s “Little Lame Prince,” George MacDonald’s two stories “The Princess and the Goblin” and “The Princess and Curdy.” Boys like the adventures of the wooden doll “Pinnochio.” Brown’s “Star Jewels” is a nice collection of fairy stories and rhymes, and all children like Kingsley’s “Water Babies” and Ingelow’s “Mopies the Fairy.”

In Poetry, we have many good books to select from such as: "Posy Ring" and "Golden Numbers" by Wiggins-Smith; Stevenson's "Child's Garden of Verses," Eugene Field's "Love Songs of Childhood," "Golden Staircase" for children, 4, 5, and 6 years old, taken from Palgrave's Golden Treasury; "Boys' Browning," the poems are those of action and incident; Book of Famous Verse-Replier, a collection that boys will like.

For magazines use Our Little Folks and St. Nicholas Story Hour for Mothers.

THE PRESIDENT: I am sure we all appreciate the very excellent paper by Mrs. Hanna and regret she was not here to deliver it herself. While we appreciate the kindness of Mr. Grant in reading it, Mrs. Hanna is such a charming woman that had she been here to deliver the paper herself, it would have borne a greater charm to us—I am Irish, you see—but it is a compliment that I wish to pay Mrs. Hanna. I regret very much she was not here to deliver her paper. The next paper is, "Books for Life Problems," by Dr. W. Harley Smith.

MR. LEE: Would not it be a break in our proceedings to have a little discussion. I think five of these splendid papers one after the other is hard to digest. I would suggest we have ten minutes' discussion.

THE PRESIDENT: I will give you five minutes.

MR. LEE: I would like to say first of all that I think this has been a very profitable afternoon's discussion. I don't think we could have adopted a better subject for papers generally than the books that our boys and girls read, and I think the papers have been admirable; they have been delightfully read. I think they have been beautifully composed and put together, and I think those who read them deserve great credit. I do not know that I find very much exception to take to any of them, but there was one remark made that I would dissent from and it is this: One of the essayists, shall I say one of the librarians, said that we now-a-days have not the domestic circles that we used to have. Now, Mr. President, is that true? Is that true? (A voice: Yes.) Well, I say it is not. I take my stand here to-day and say that our home life, taking it all in all, is wonderfully pure, and while there are certain lapses because of our modern way of living, because of our golf playing and our bridge parties—which may be all right in their place; I am not discussing that—but I do say this: that I believe the home life of Canada is pure and I think that our home circles after all, taking it in the long run, are just as pure and just as good.

MR. GURD: Is this in order? Is this a discussion of the papers or an address?

MR. LEE: I claim I am strictly in order. That remark was made in the paper and I challenge it. I say again, I believe our homes, taking them all in all, are just as pure and just as good, and surrounded by just as sacred influences as they were twenty, thirty or even fifty years ago.

MR. ROBERTSON: I just want to give a little of my own experience of what kind of stories and reading I have found interesting to children and young people from about twelve years to fifteen years of age in our Collegiate Institute. Last fall in order to relieve the tedium of studying mathematics too long I undertook once and awhile to tell them a short story. It might be of some interest to you to know just what kind of stories I found were the most acceptable to the children of that age. First I began with stories from Mythology. They never seem to weary of those stories in connection with the return of Ulysses from the Siege of Troy. Then I tried animal stories. These took fairly well. Perhaps it was the fault of the story teller, but they did not take so well with the children as the stories I have referred to. Then I tried stories connected with adventures and war, stories connected with our Canadian History; stories, for instance, of the

capture of Fort William Henry, stories of that character. Then I gave them a rough sketch of Kipling's remarkable story about the man who would be king. I told that story to them as best I could. That took very well. Then I told magic or ghost stories. A short time ago I told them the story of the Magic Rug. They never seemed to weary of having that story repeated. Perhaps that is an indication of the type of story that they like. Now, just one more thing and I close. My experience is this: that the stories that interest the boys also interest the girls of that age.

THE PRESIDENT: Our five minutes has expired. The next paper is, the paper of "Books for Life Problems" by Dr. W. Harley Smith.

DR. W. HARLEY SMITH: Mr. Chairman, Mr. Locke has just tried to frighten the life out of me by telling me that every one present here is either a librarian or trustee; therefore I feel somewhat as an alien. I suppose you have read all literature current, past and possibly future. (Laughter.) But I as a man, rather a busy man of affairs, find it my constant lamentation that my reading hours are sorely interrupted. The subject assigned to me, which Mr. Hardy asked me to take up to-day, Books for Life Problems, might cover a multitude of sins as well as of virtues. But he has saved me from wandering too far by telling me to speak only of books on the sex question as applied to children, a subject to which I have given some little attention. It is, I need not say, a subject which is somewhat difficult to handle in an audience of this kind, a mixed audience. It is difficult to handle because it is a subject tabooed in ordinary polite circles. It is a subject shrouded in mystery and darkness by the ordinary parent in his attitude towards his children. The boy and the girl in the family must not hear anything upon the subject of their sex or of this particular phase of life's development. And so the boy and the girl go out into life, go out to school with that natural curiosity that is inherent in the child's mind, doubly intensified by this mystery in which this subject has been shrouded during the four, five or six years in which he has been at home. This curiosity he is bound to satisfy just as soon as he can and from any sources that may present themselves. And so the boy has not been at school—and the same applies to a certain extent to the girl—many days or many months at any rate before he has sought or has obtained without seeking information, partial, incomplete or perverted, upon this subject which has aroused his curiosity. And he goes out from school with this wrong view of this very important subject, a view which may influence very seriously his attitude and his life throughout his future days. It leads him into very many bad habits, which not only mar his character but impoverish his constitution, and many of the weak youths of our day are so made because of this false attitude assumed by father and mother.

But it not limited to that. The boy and the girl grow up into young manhood and young womanhood with the same imperfect knowledge and as a result there occurs in the life of this and every other city, and every town and village, those heart-breaking falls from the paths of virtue which are in a large measure attributable—in spite of what anyone may say I make this declaration: That these falls from virtue are in a great measure attributable to the ignorance or innocence, founded on ignorance, that has been allowed to exist through the crime of the falsely modest mother or father. My professional experience has brought me into contact with a number of the saddest cases perhaps that a professional man meets, and I venture to state here that in round numbers, perhaps seventy-five per cent., of the young women who bring into the world unfathered babies are pure girls, who have fallen because of the crime of their parents in

allowing them to go out from the home, or in some cases, in the home without that knowledge which they should have received from the right source. And what I say in regard to parents applies also to teachers and perhaps to family physicians.

I might dwell longer on facts and data which enforce upon us the need of instruction. The question then is to decide how is this instruction to be given. We have had a considerable amount of information and of stimulation on this subject during the last eight or ten years. And yet it is worth while considering for three or four minutes what is the best source from which this instruction should come or which is the better channel in which it should be given. I would say first of all, that if it were possible to provide sufficient oral instruction coming from the parents and from the teachers it is by all means better and safer than any other instruction, no matter how well given from the printed page. (Hear, hear.) I know a teacher in this city who stands high as a teacher of young boys who has made it his rule never to let a class of boys—and he generally gets the boys from ten to twelve years of age—never let the class of boys go through his hands without giving them a very plain hour's talk upon this subject which we are discussing now, and he has the respect not only of the teaching profession and the parent but of every boy who goes through his hands. And I have had an opportunity lately of learning from him that he is now in the school in which he is teaching engaged in a personal education of every boy in that school as far as he can reach them, not only of those that are properly in his class. I say that in my own mind I feel that by all means the safer and more effective channel, the one which is less free to objection, is that of mouth to mouth. There is something in the personal influence of the instruction given, the way in which it is given, that will prevent the child from following it up in a way in which it was not intended to be followed up.

However, as far as I can see now it is not possible to accomplish that instruction broadcast, universally in this way. And, therefore, it becomes essential that in some measure at least instruction should be given by the printed page. Let me say first that by all means this instruction should be given in such a way that parents can absorb it and transmit it to their children, and to this there is less objection. We cannot be too plain with the parents; the difficulty generally is in withholding some information that is essential to the parent's understanding of this subject. And there is a great deal of ignorance, unintentional ignorance, besides that which I referred to before, a good deal of unintentional ignorance, undesired ignorance, on the part of parents on this very matter, so that they generally need explicit, complete instruction on this subject so that they can give it to their children. I think there is a place for books on this subject for young boys and young girls as well as for adults, but I would lay down some rules. Let me say that through the kindness of the Secretary, just as I was leaving the city a week ago I received a large collection of books on the subject, some of the best, that I might look them over, and when I got home to-day I found another library of books on the same subject. I was not aware that there was so much in print upon this subject.

I would, however, lay down one or two rules, humbly. One is that no book should be placed on the shelf of the library to be given out to children without having it first submitted to a carefully selected group, a small group of wise, common-sense parents perhaps, with a teacher and a physician in order that it might be looked over. (Hear, hear.) The same to a certain extent applies to courses of instruction given orally. I saw the suggestion given in a medical journal in regard to a course that had been

given in Cincinnati, that the suggestion of the writer was that an address of this kind should be first given before an audience of the parents with a superintendent of education in order that they might pass upon the address. The same, I think, should apply to a book. There is so much, Mr. Chairman, as you know, that may be suggested from medical facts and from facts of this kind that the writer does not intend to suggest that the child and many children are morally perverted. I am sorry to say, some far more so than others, that many a child will take a book of that kind, and young man too, and it will in him lead to a train of evil thinking that will do him far more harm than the good which the writer intended to convey. Therefore, I say a book of that kind should be carefully supervised before it is put on the shelves. Another thought also has been in my mind, Mr. Chairman, that books of that kind should not be given out by any ordinary librarian's assistant. You may differ from me in this, but my feeling is that books of this kind must be far more carefully used, handled, given out than books of any other sort, owing to this special tendency to suggest that which was not intended to be conveyed by the writer. And, therefore, my thought was that some special means should be taken for their circulation, either by a written request from the parents or by handing them out through carefully selected librarians who would, perhaps, be able to size up quickly the nature of the applicant—because I can easily imagine how a boy of perverted tendencies would take a book of that kind and revel in it.

I will not take up further time. I will just lay down these facts, Mr. Chairman, that this is a subject upon which instruction is needed, in spite of what has been said by a speaker in this discussion a minute or two ago in regard to the purity of our Canadian homes—he is right perhaps in a general sense and yet we as medical men know that the Canadian young manhood is being sapped, undermined by diseases and habits of impurity that will destroy our nation unless effort is strongly made to eradicate these evil tendencies and these impure diseases. The books must be carefully prepared before they are put on the shelves, carefully supervised, and then when on the shelves they must be handled or handed out with the greatest of discretion. I shall not take up your time by referring to books which are in print. You probably know them as well as I do. There are a few good books on this subject carefully written and very helpful if properly used. (Applause). A few suggestions as to some of these books are appended:

BOOKS ON LIFE PROBLEMS.—(RECOMMENDED BY DR. HARLEY SMITH).

“Reproduction and Sexual Hygiene”: Winfield Hall. Chicago, Wynnewood Pub. Co., \$1.00.

“From Youth into Manhood.” N. Y. Association Press, 50c.

“What a Young Boy Ought to Know”: Sylvanus Stall. Briggs, \$1.00.

“What a Young Man Ought to Know”: Sylvanus Stall. Briggs, \$1.00.

“What a Young Girl Ought to Know”: Dr. Wood-Allen. Briggs, \$1.00.

“What a Young Woman Ought to Know”: Dr. Wood-Allen. Briggs, \$1.00.

Editor's Note.—A very carefully selected and annotated list is contained in the Quarterly List of New Books, issued by the Brookline (Mass.) Public Library, March, 1913. A fuller list is published by the American Vigilance Association, 156 Fifth Ave., New York, N.Y.

THE PRESIDENT: The next paper is “The Story Hour,” by Mr. H. M. Wodson, of Runnymede.

H. M. WODSON: This paper coming from a representative of perhaps the smallest library in Ontario necessarily deals with the Story Hour from the point of view of a librarian or library worker in a small library. I have no doubt there are many here who will see that it does not apply to the larger branches of the Story Hour work.

“THE STORY HOUR.”

BY H. M. WODSON, RUNNYMEDE.

Ladies and Gentlemen, -- The Story Hour is not a new institution. You all know something of its objects, chief of which, I take it, is to develop in children a taste for books which will give them an insight into a greater world than that in which they spend their little day. The Story Hour takes up work too often neglected by parents and day school teachers. A properly conducted Story Hour is a character moulder, an entertainer, an instructor. The evils of the street are counteracted, the precepts of the home and the teaching of the school are extended, and the child is given excellent mental discipline. I have seen a wild boy invited into the warmth, and light and literary glow of a Story Hour, and absolutely tamed by the conquering heroes of Charles Kingsley and the gentle touch of Bunyan's Pilgrim. That boy used to find pleasure in tearing down a neighbor's fence. To-day he sits on the fence with a book.

Sooner or later the child will read. The first duty of the Story Hour is to direct him to the books which will inspire, uplift, ennable, and inform him. It is of no use leaving this work to parents or school teachers. The former very likely take no interest in books, and the latter find no time to go beyond the cut-and-dried curriculum. If Public Libraries are for the people of to-day, they are also for the people of to-morrow—the children of to-day. If a Public Library is not training the younger generation for the time when they, too, will have unrestricted access to its shelves, it is only half doing its work. The Public Library must train children to love books, and the best training ground in the world is the Story Hour. I am looking forward to the day when I shall be privileged to enter the library of at least any one boy I have in mind, and hear from his own lips the words: “I received my taste for reading at the Story Hour meetings.”

Now let me give you some brief but practical pointers about the Story Hour, which I take for granted will be, from this day on, part of the work of every Library Board represented here:

If you can manage it, hold a meeting twice a month—never less than once a month.

Grade the children, but do not separate the sexes.

Maintain discipline with an inflexible hand—expulsion from the meeting being the worst punishment, of course.

Arrange your programme so that the children's emotions are appealed to. Be sure to give them something that will produce hearty laughter. If you can squeeze a tear occasionally out of the hard-hearted little beggars, do so.

See that more than one worker takes part in the “Hour.” A change of voice and style tends to deepen the children's interest. If the workers are not finished readers, reciters, or story tellers, urge them to spend much time in preparing their portion of the programme.

Drop a little religion into the cup of entertainment—just enough to sweeten it—but don't let the children see the sugar.

See that the room where the “Hour” is conducted is well lighted, ventilated and comfortable.

Encourage the youngsters to give recitations or readings, and let someone point out the defects, and (without wounding the child) show how the recitation should be given.

If there is a piano in the room, have some music. They say music soothes the savage breast, and I don't know where you'll find anything more savage than the breast of a boy of twelve.

Open promptly and close on schedule time.

Don't attempt to read an entire book to the children. Give them enough only to whet their appetites for more.

If the worker is not a born story teller, he can at least cultivate whatever talent he possesses in that line. The following short stories will help: Kipling's "Man Who Would be a King," Dickens' "Child's Dream of a Star," Maupassant's "Necklace," Irving's "Rip Van Winkle," Daudet's "Death of the Dauphin,"

The worker should see that the programme is miscellaneous, although with the older children, a course along some definite line—the songs of a nation, the peculiarities of a people, the wonders of the old world, historical anecdotes, would be both enjoyable and beneficial.

Children are good listeners if you do not talk over their heads. Furthermore, they believe almost everything they are told by a grown-up. This should make story tellers careful.

The stories chosen for these "Hours should be of three kinds, entertaining, instructive, and inspiring. The first will ensure attention, the second will satisfy the child's natural craving for information, and the third will appeal to his better nature, and urge him to achieve great things by honorable means. Too much care cannot be exercised in the selection of stories. At our own little library at Runnymede we size up the audience before we begin. Sometimes the ages of the little people run from six or seven to fifteen. This means a hard time for the workers, but the burden is lightened considerably by the fact that our Chairman, Mr. Shunk, is an adept at telling nature study stories. His word pictures of animal life, while they may lack the polish of those told by the great African hunter, F. C. Selous, are ravenously devoured by children of all ages, and they are told in plain, concise language. For instance, I remember hearing Selous tell of a critical moment where he had to choose between going down a lion's throat, or leaping into a death dealing thicket for safety. In giving the story to a more or less cultured audience, he said: "I turned and leapt into the thicket. When I came out at the other side I was clad only in the primitive raiment of nature."

Our Chairman would have said: "I took a flying leap into the jungle of barbed wire, fought my way through, like a nigger trying to get away from a job, and came out at the other end as naked as a new born baby, only redder. I guess I bled some."

Animal or natural history stories are safe at all times. They appeal to the animalism in us. And, after all, does not Darwin tell us we are descended from monkeys? I don't know that it would make much difference to me if my great-grandfather had been a monkey, although it might have been a trifle embarrassing for my great grandmother.

If possible, the children who attend Story Hours ought to be graded. This may mean an extra night per month to be given up to the work, but what of that? All success is built upon sacrifice and on the library altar you can sacrifice your time, health, all your money, and as much of other people's as you can get your hands on, before the reading public will cry "Hold, enough!"

It does not matter, therefore, how much time the Story Hour takes each month, providing it is conducted so as to achieve good results. With the children properly graded, these are assured.

Now let us glance at the effect of the Story Hour upon the children of six, seven, and eight⁺ years. To begin with, these youngsters demand simple themes in simple language. It is an absolute cruelty to tell children what they cannot possibly understand, and to use, in the telling, words not yet in their vocabulary. For children of the ages I have mentioned, such books as Grimm's Fairy Tales, Rip Van Winkle, Pilgrim's Progress, Water Babies, Wonder Book, Christmas Carol, etc., not one of which is above the heads of the six-year-old children, either in theme or language, should be used. The Story Hour workers should, if possible, tell these stories from memory, although they sound well read aloud. Book reading at the Story Hour, especially when the audience is very juvenile, is dangerous. Even the most descriptive reader cannot play upon and hold the attention of his audience like the reciter or extemporaneous story teller. The children like to watch the speaker's face, his hands, his eyes—even his legs are sometimes interesting, and if they lend no charm to the story they occasionally emphasize a point. I remember hearing a man with a wooden leg deliver a political speech, and the only thing that kept the audience from going to sleep was a periodical "biff" which the platform received from the old man's timber.

Tell your stories without the book, if possible.

Between the ages of nine and twelve, children may be entertained, instructed, and elevated by "Tom Brown's School Days," "Prince and Pauper," "Ivanhoe," Ruskin's "King of the Golden River," "Guy Mannering," Kipling's "Drums of the Fore and Aft," etc., in fact any books which contain pictures of life's realities, with just enough romance to fire the imagination. And the average boy of twelve has a very lively imagination. I have known such youngsters to squirm and writhe at the edge of a swimming pool when their thought suddenly took flight to a razor strop behind the kitchen door.

Strictly speaking, boys of twelve and fourteen should be treated separately. At that age they usually have the run of the library shelves. They read everything, from Bacon's Essays to Alger's "Tom the Bootblack; or, The Road to Success," and almost any story which instructs, entertains, and elevates, can be told them to advantage.

How to deal with girls at the Story Hour is quite a problem. To begin with, books especially written for girls are limited in number. To read such books at the Story Hour is to waste time and to insult the intelligence of two-thirds of the girls present, and I defy any Story Hour worker to make a good tellable story out of the slushy-mushy material found in most girls' books. The fact of the matter is, a good boys' story is just what a girl wants to hear. What girl wearies of the boy's story which goes so well in the shade of the old apple tree, or on the parlor sofa? If the boy knows his business, every story is a thriller. That's why they are popular. Why, then, should we inflict upon growing girls stories to which healthy boys would refuse to listen, and which contain nothing but injurious, false teaching for girls who are just as human, and every whit as intelligent as boys—until they grow up.

The best plan, therefore, is to grade your audience according to age, not sex. The sexes have been together since the Garden of Eden and they haven't yet lost interest in each other. A story that is good for a boy of twelve or fourteen, must be equally good for a girl of the same age. If it isn't, then there is something wrong either with the boy or the girl, or with the story.

THE PRESIDENT: We will now call on Mr. Nursey for his paper, after which there will be a general discussion of all the papers.

“THE TRUSTEE AND THE CHILDREN’S DEPARTMENT.”

BY WALTER R. NURSEY, INSPECTOR OF PUBLIC LIBRARIES, TORONTO.

Mr. President and Members of the Ontario Library Association, and Ladies and Gentlemen,—To-day it is my privilege to address you upon the important library topic of “The Trustee and the Children’s Department.”

“A room in the sunniest corner of the library building, ample shelves well stocked with books, low tables around which sit a score of children reading, whilst a sweet-faced woman helps them find the books they want and introduces them to the world of the great and wise, and finally an atmosphere of peace in which the hurly-burly of the outside world finds no place—this is what the public library should give, and in many places is giving, the children.” So writes Walter Field in his *“Fingerposts to Children’s Reading.”*

It is well we should remember that it is not so very long ago that children in the public libraries, like dogs in the parks, were unwelcome. All this is changed and to-day some of our public library trustees are raising the question whether the children are not getting more than their just share of attention, to the neglect of their elders.

Erstwhile doubting educationists are now ready to admit that the two great educational influences of the present age are the public library and the public school. The public library places—or if it does not it ought to—its resources at the command of the schools, the librarian giving of her practical knowledge of the child. The librarian talks to the children and tells them how to “find things” in books. The teacher fits a particular book to a particular want. The librarian is the specialist, skilled in the uses of books; the teacher is familiar with the child’s constitution and habits. Thus the school becomes a branch library, a travelling library station.

The original idea of a children’s library was to enable children to become systematically acquainted with literature. Above all things it should have open access. “The best way to render a child familiar with books,” says Gilbert, “is to allow it to handle them. Books that are not true in their historical facts should find no place in a juvenile library.” The public library of Denver, Colorado, claims to have opened the first children’s room. The continent of Europe is forty or fifty years behind the United States and Canada in the development of public libraries in the interests of the child.

“The first aim of the Children’s Department,” says E. Lyman, “is to prepare the child to use the adult library easily and well; second, to so guide his reading that he will learn to know and love the best books.” It is the librarian’s business to bring the child and the book together at just this time.

The trustee should see to it, and this is a vital consideration, especially in the case of the erection of a new library building, that the rooms for the children should be large and sunny, and the furniture simple and practical. Referring to the question of school environment Maria Montessori places great emphasis on the furnishing of the schoolroom, the novel feature being “that the children may be free to go and come as they like *as in a library*, throughout the entire day.” She tells us she had comfortable little chairs and armchairs made, some of wood and some of wicker, with a little washstand, so low that it could be used by even a three-year-old child. All the children were permitted to select the position which they found most comfortable.

In the library at Newark, New Jersey, there are two wash-basins in the corner of the children's room. No child with dirty hands is allowed to sit down to read. Experience has shown that four shelves high is about right for the shelving in the children's room, with adjustable shelves for the larger books. "One shelf," says M. E. Coming, "should be devoted exclusively to the best books for boys and another to the best books for girls." Above the blackboards for purposes of gratification and inspiration the trustees should hang attractive pictures. The Madonna, for example, as a Divine Mother, holding in her arms the babe who is greater than she. Those of you who have visited the Peterborough library will have been struck by a magnificent copy of this triumph of art that surmounts the fireplace in the general reading-room. Good pictures, flowers and a cozy fireplace serve to heighten the cheerful effect of the children's room, and noiseless floors are a great advantage.

In the selection of pictures let the trustees pause and discriminate in their choice. Portraits of great men and good women, of animals, birds and flowers, and realistic scenes, depicting stirring episodes in the lives of heroes and heroines.

The St. Joseph, Missouri, public library, as an experiment, purchased 1,600 stereoscopic views showing the customs and industries, and scenery of different countries. They have been an endless source of pleasure and instruction to the children. Illustrating for children is now a distinct and important branch of art. Some of the best artists have devoted their lives to the service of the child. The pictures in a child's book are as much to the child as the text—indeed often more. What the child wants is *life*, also something humorous without being vulgar.

Up to about thirty years ago the libraries in the United States were universally closed to children, but later, in compliance with the growth of rationalism, the age limit was dropped from eighteen to sixteen, then from sixteen to twelve, until finally, as is the case in Ontario, it was abolished entirely. No public library in this province can now impose an age limit without the approval of the Minister of Education. The trustee would do well to foster an alliance between the Sunday School, the clergy, and the library. The latter, as a class, have not, I regret to say, taken the active interest one would naturally expect. How are we to account for this? There are, of course, many notable exceptions.

The library, says a modern authority, should both supplement and be a feeder to the school, and likewise counteract the school, at any rate there should be at least a general atmosphere of homeliness in the children's room. The home must be brought into closer contact with the library than is perhaps possible in the school. To this end the trustee should regard the parent as a most important library factor.

Have you—I address myself to the trustees present—ever fallen in worship before the great and marvellous world that we thoughtlessly call "a little child's soul?" If so, you and I, if we watch the ceaseless observations and listen to the sometimes troublesome inquiry of the child, will be surprised at its acute—I was going to say "cute"—remarks upon all subjects within the range of its faculties. Most children can readily master meanings without, in some cases, the infantile help of the adult. This supposed need for perpetual explanations is more the result of our own crass methods of training and our own stupidity, and not that of the child.

Perhaps no more vivid characterization of a child has ever been sketched than by Kipling in his wonderful little verse:

"I have six faithful serving men, who taught me all I knew;
Their names are Why, and How, and What, and Where, and When and Who."

Then again:

"I know a person small,
Who has a swarm of serving men who get no rest at all,
She sends them abroad on her own affairs
From the moment she opens her eyes;
A hundred Whats, a thousand Wheres, and seven million Whys!"

The child, all said and done, is simply an embodied interrogation point!

The qualities of any person, whether they be health, character, efficiency, or what not, depend tremendously upon his environment and upbringing as well as upon possible hereditary endowments. Whatever a child's present environment may be, it will fall, remain, or rise with its thoughts, its vision, its ideal. It has been said that the average child will become as small as its controlling desire; as great as its dominant aspiration.

I agree with Mr. McClure that no one can evade even voluntary impressions or escape their effect. Not one person or child is the same, or ever will be the same, when, for instance, he comes away from a lecture or a moving picture show, as he was when he went to it.

If noticeably uncongenial the trustee should try to change the environment. Provide for the personal contact that one meets, for instance, in a studio, where artists do creative work.

Only in a few instances does the original freshness of childhood's promise remain after contact with the world. That so lost is rarely regained.

Of one thing we can rest assured that even "the little one who catches Christ's spirit and does things in Christ's way is sure, like Christ himself, to be conqueror of environment."

The responsibility for proper library environment for the child rests upon the trustee. He should realize that the child has a right to the best that is in us. The highest debt, the most sacred obligation that any community owes is to its children. "No matter what taxes upon property," says Wood Hutchinson, "is necessary to provide school houses, *a children's department in the library*, parks and play grounds, the *property owner must bear it.*"

Everyone of us should run his business in the interests of his children, or if childless, in the interests of those of his neighbour. If children at times prove incorrigible it is partly our own fault. Politics and government should all be run in the interests of the child that is growing up. No sacrifice is too great to make, no sum too large to demand for the proper development of children. In the children's department of the library we should have all the accessories for producing a sane mind in a sound body.

Mr. Durrant told us at Richmond Hill the other day that the Library Board that says it is doing all that it can do for its subscribers is untrue to its charge. Good for Mr. Durrant.

We cannot too highly reverence these profoundly wise and mysterious beings—I am speaking of the children, not the trustees—whom we never fathom. We should see behind the figure of every child the infinite line of past generations, before it the equally endless ranks of those to come. "The child," writes an authority, "is the sum of these dead ones, the hope of those unborn." Fit him then for life and for action, for service instead of superiority; for work, not for display. The one question now asked of any applicant for work in any department of life is not "What credentials have you on file?" but "What can you do?" The boy or girl, man or woman who, in the language of the street, "holds down his job,"

does so by deeds and not by diplomas. Unfortunately the flower of a nation's youth is often immolated on the battlefield whilst the nation's future is determined by the weak and unfit whom the recruiting sergeant rejects. "You are not good enough to be a soldier," he says, "stay at home and be a father." Napoleon imposed this handicap upon France.

Carlton, the well-known sociological writer, estimates that about \$200,000,000 of the United States public expenditures are chargeable to crime, and that the total annual income of its habitual criminals is about \$100,000,000. To this great total of \$600,000,000, he says, should be added the cost of lives taken, labor lost, property maliciously destroyed, the cost of locks, bolts, and safe-deposit vaults, to say nothing of the broken hearts and homes, the desolation and despair. This same writer estimates that the introduction of a thorough system of manual training, kindergartens, vacation schools, playgrounds, parental schools and *the Children's Department in our libraries*, would reduce the sum quoted by one-fourth, or by \$150,000,000 annually, realizing a sum greater than was recently spent for the entire school system of the United States in one year. A decrease in juvenile crime to-day means a corresponding reduction of adult crime to-morrow. Victor Hugo says that every school opened means a prison closed. Surely we can apply this parallel with equal justification to the public library.

It would be well for the trustees to be firmly exacting as regards cleanliness in the children. One librarian reports that a certain mother sent her hearty thanks for a cake of soap presented to one of the most untidy kiddies. A good motto for a children's department might well read "Clean hearts, clean hands, clean books."

The library trustee would also profit much if he would ponder the words of John Ruskin, who declared, "There was as yet no ascertained limit to the nobleness of person and mind which the child might finally attain by early observance of the laws of God." This comforting doctrine was echoed by Herbert Spencer, who proclaimed that "Whatever the best human nature is capable of, is within the reach of human nature at large if inculcated in the child."

Shall we, then, deny our children the fullest opportunity for acquiring vital knowledge that leads to self-conquest and achievement as regulated access to inspiring literature on the shelves of our public libraries should make possible?

"When the ardent longing for life is once aroused in the child," says Sara Bryant, "the fires of youth burn with a peculiar intensity. The budding susceptibility of sex makes the blood press harder. Everywhere, but especially in the factory and the street, adolescence is liable to storm and perversion." At this stage, then, the Library through the librarian—I think you will agree—could be made the sanctuary for the growing child.

I quite realize, Mr. President, that a time limit for speaking should be an inexorable regulation. Hence, sir, I invite you to apply the closure the moment I become an infringer of the rules, but I ask for a moment longer, promising not to traverse ground previously covered.

Gabriel Compayre insists that the theory of education rests on two pillars. The study of the ideals of civilization and the study of the child in order to discover what rudimentary tendencies he may possess favourable to culture. For this purpose the children's department in a public library is especially designed, for the children's librarian should know the individual child as well as the books. To further this valuable possibility the library trustee should see to it that the children are made to feel that the library is like "home." The tendency of modern school life is to make all children uniform at the sacrifice of culture. They become the machine-made victims of hard and fast methods. This is essentially an age

of formalism, "an age of devotion to method, and we are all peculiarly liable to become prisoners to conventionality." Formalistic uniformity is foreign to the spontaneity and individuality of childhood. I think it was Pestalozzi who pictured a society in which all primary education was carried on in the homes. Theoretically he was right, but we would have to select the homes.

Cut-and-dried methods are not, however, invariable, for I am reminded of a school principal who, when he had stripped the schoolroom and had given it over to the children and their toys, told his staff to "Keep the youngsters busy, but not to let them learn anything if they could help it." It is in this general connection of a personal interest in the individuality of the boys and girls in his library that the trustee can distinguish himself. I claim that he should plan his engagements so as to devote a part of at least one day out of every week to the juvenile work of the local library as punctilliously as he attends to his own business. I don't want to suggest that the trustee should *live* in the library. No man has a shred of right to accept the obligations that appertain to the position of a library trustee, especially where the welfare of the young is so largely at stake, unless he is wholly prepared to live up to his responsibilities.

Other workers with children should also be consulted by the children's librarians, and invited to the children's room. So much of deep and common sense has been uttered by previous speakers this afternoon in respect of the child's library life that I feel like a man shackled.

Now, as children are keen critics and intolerant of errors, "a story-teller," says Sayers, "must be accurate." The story hour, as we have learned to-day, is the legitimate work of libraries wherever possible. It is well to get a trustee to preside. The tale-teller should talk in a very subdued voice. It arrests attention and creates a hush. He should keep perfectly cool, be completely master of the audience, and come to a dead stop immediately there is any talking or interruption. *Convincing* story-telling is, of course, a heaven-born gift.

In this splendid building the children—we have been told—assemble here in throngs to participate in the Story Hour conducted by a member of the staff. At three other of the Toronto branches during the past year children's work has been organized.

I believe if more time were devoted to natural play and outside study, children would make greater progress. It has doubtless occurred to Mr. George Locke that a summer Story Hour conducted to the muffled accompaniment of street car traffic, fragrance of new mown grass, the whisper of leaves, and the whistle of the robins—on the library lawn attached to this delightful building, would add to the allurements that his Story Hours already present. In this particular the well-located country library that has a nicely kept lot in the rear of the building has a great advantage.

"The faculty of putting one's self in the place of others," says Felex Adler, "may be cultivated by means of fairy tales. Children are constantly called upon to place themselves in situations in which they have never been—alone in the world, hungry, away from home without protection. Their sympathies are thus aroused in a variety of forms."

The Minister of Education is not insensible to the lure of the value of the Story Hour. Miss Spereman, the Official Cataloguer of the Department, is instructed to introduce the Story Hour wherever and whenever it may be feasible in any library she visits. Her efforts have met with marked success.

"The child's delight in myth and fairy tales," says Wood Hutchinson, "is just beginning to be recognized by educationists as nature's royal road to learning."

"Fairy tales," as Mr. Wodson knows, "stimulate the imagination, quicken the moral sentiments, and lead our children into the bright realms of the ideal." Happy, breezy, wholesome true stories of the living world, inculcate a love of good reading.

This leads up to the question of books. I agree with Moses—not the law-giver in this instance—but W. J. Moses, the student, also with Mrs. Hanna, Mr. Locke, Miss Black, Dr. Harley Smith, and others, who urge that only books of quality be given to the young. I would be tempted to strike off 50 per cent. of the older titles on the shelves of the children's rooms and substitute "adult" books. What the child wants is strong literature. Not "skilly," but real porridge. Books with plenty of good red blood, pure, invigorating, and uplifting.

We live in an age of adulteration and all kinds of "per cents." Let the trustee see to it that the children at least are provided with reading matter unadulterated and undefiled.

There are many books written in the past that have served their time, and are no longer of any practical worth to humanity.

To know one good book well is better than to know something about one hundred at second hand.

An adult reader must be superbly timid who feels no shame in confessing that he is wholly ignorant of a great many books.

According to a moderate calculation there are annually produced by the women of the world a hundred thousand novels and works of art. The thought occurs might not these products better have been boys and girls?

The three best foods for fancy ever invented are the spoken story, the drama, and the novel. The sanest, the most wholesome, the most accessible of these is the novel. It is as cruel to deprive a growing boy or budding girl of an abundance of wholesome, enjoyable fiction as it is to debar them from butter on their bread. But remember that a child should be taught to think of the labour it has cost to produce a book. Never to turn down its leaves, never to place it upon the table face downward, and never to read with dirty or inky fingers. You cannot develop heroes and heroines on "mush." Many children's books are too puerile in style and too limited in language.

But occasionally, as you all know, we meet with a specimen as precocious as the one that Mrs. McClung, of "Sowing Seeds in Danny" fame, once cleverly described to me. Stepping from the stoop of the general store in her home town in Manitoba, she turned to accost a small boy. "He 'sensed' me in a moment," she said, "then, scooting away as fast as his legs could carry him, called back, 'Gee! You can sow all the seeds you have a mind to in Danny, but you can't sow no seeds in me.'"

I have been busy the last few days trying to ascertain approximately the comparative circulation of books of Fiction and Non-Fiction among the children of the Free and Association Libraries of Ontario. I also wanted to discover what class of Juvenile Non-Fiction appeared to be most popular.

Up to Saturday last (March 22nd) only 277 libraries out of about 400 had rendered their annual reports for 1912. Of these 277 only 152, or 55 per cent., had kept a separate record of the circulation of their Juvenile Non-Fiction, under the ordinary eight classes of the Dewey classification.

Out of a total of 74,862 juvenile books in these 152 libraries, 44,216 were fiction and 30,646 non-fiction. The total circulation of these books of fiction reached 202,119 and non-fiction 120,150. The circulation of non-fiction representing say a little over 37 per cent. of the total combined circulation, and that of fiction a little less than 63. Of the non-fiction books, Geography and Travel

headed the list in 40 libraries, Literature in 36, General Works in 22, Natural Science in 22, History in 20, Sociology in 6, Biography in 5, and Useful Arts in 1.

These figures show that in 40 of these 152 libraries the desire of the majority of the juvenile readers was for a wider knowledge of the world they live in, a craving for travel. In a word, they were affected with wanderlust. Without attempting further analysis this would seem in part to show that the prevailing spirit of unrest which to-day possesses the human family is not exclusively confined to adults. Incomplete, and doubtless partly incorrect as these records may be, speaking generally they are sufficiently nearly correct to offer food for deepest reflection on the part of the library trustee. As a significant corollary, and which surely has some special import in this connection, is the fact that in six libraries books on *Sociology* were the greatest favourites with the children! Had time permitted, a close analysis of the booksellers' invoices might have disclosed somewhat different results. It would be interesting to ascertain the comparative social characteristics of these 152 communities whose children are endowed with such dissimilar literary tastes, and whether it is chiefly among the children of the urban libraries that a tendency to study sociological literature is developing.

It is hopeful, however, and of much portent that books of Literature were the most popular in 36 libraries, and next upon the list after those on Geography and Travel.

I confess to an absorbing interest in the study of child life, and a deep-rooted concern in the welfare of the men and women yet to be. Any way, I hope to find time during the current year to exploit this inviting field of enquiry more thoroughly. In the country farm-house, in the city tenement, and in the school-room, as well as under its own roof, the juvenile department in the public library is bringing the child to a knowledge of a great new world, and in order to in part provide for this magnificent if pressing need, I would suggest to the Trustee that greater effort should be directed to the giving of entertainments in the library, of a class that would draw both men and women, the proceeds to be largely applied for the purchase of children's books.

In conclusion, I tender my sincere appreciation of the good work already accomplished by many of our library trustees in the interests of the "little ones," and venture to predict that the habit will soon become universal.

THE PRESIDENT: Ladies and Gentlemen, this brings our programme to a close so far as the papers are concerned. We are now open to discussion on the various questions. I am going to ask Mr. Moore, the Vice-President, to take charge of the Chair for a few minutes.

MR. W. F. MOORE takes the Chair.

THE CHAIRMAN: If there is no discussion on the papers that have been read this afternoon we will take up the discussion of that matter which engaged our attention a few minutes this morning, of which Mr. Gurd has charge.

MISS CARNOCHAN: I am very glad that Mr. Locke and the gentleman who gave us such a delightful paper on the Story Hour have agreed that books for boys and girls are just the same, because it has been a great trouble to me as a member of the Book Committee to get books for girls, so I am very glad they have settled that matter.

DR. DALES: I would like to ask Dr. Smith to give us a list say of a dozen of decent good books that he would recommend us to place on the library shelves without further investigation.

MR. GURD: In presenting the report of the Legal Committee this morning I stated that I had heard from Judge Hardy, one of the members of the Committee, but the remaining member, the Hon. Mr. Justice Kelly, I had not heard from since I sent him a draft of the Committee's Report. He telephoned, however, this afternoon to Mr. Locke and suggested that the Report of the Legal Committee be referred to the Executive Committee to be taken up later on with the Government. At the time the report was read we decided to leave the discussion of it over until the last of the afternoon meeting and to take up the report clause by clause.

THE CHAIRMAN: There were two or three questions referring particularly to the small libraries that might be disposed of now but the larger questions we have not had time to digest.

MR. WILLIAMS: The first part of that is all about Toronto. I move the adoption of it as it only affects Toronto.

MR. GURD: Is there any objection to making it a general clause?

MR. WILLIAMS: No.

THE PRESIDENT: Make the application general.

Motion seconded and Carried.

MR. GURD: The next clause, "Exemption from Taxation." There are a number of resolutions. (Reads.) Your Committee does not recommend any action at the present time.

MR. WALKER: I think that is a most wise recommendation of the Committee.

THE CHAIRMAN: Would not it be advisable to ask that the Municipal Act be so amended?

MR. GURD: In the first place it was intimated to us that the Department of Education did not at this time contemplate making any radical changes in the Act.

MR. WALKER: I move that the recommendation of the committee be agreed to.

Seconded and Carried.

MR. GURD: Then the next heading is, "Obligatory Grants from County Councils." There are a number of Resolutions. I will take up the Guelph Resolution. We considered that and our recommendation is: "Your committee cannot recommend legislation of so drastic a nature, and even if submitted, we believe there is no possibility of Legislature passing same."

MR. WILLIAMS: Read the two Georgian recommendations.

MR. CASWELL: Is the objection of the Legal Committee to that merely because they think it impossible of attainment or is it an objection to the principle? Could a resolution affirming the principle be passed by this Association but not going as a petition to the Legislature?

MR. GURD: We thought the principle was wrong as being foreign to the Act as it is now and secondly that it was not advisable to do it.

MR. WILLIAMS: When that resolution that you have just read was formulated in the Georgian district we got the impression somehow or other that the Government were thinking of amending the Act or were favorable to amending the Act along some lines somewhat similar to that outlined there. At least that is the impression I got. I assisted in the formulating of that last resolution and I think the idea was to make some of those County Councils give us some money to assist the rural libraries. I cannot agree with the recommendation of the committee at all on that. There is not a County Council in the Province of Ontario but that could afford to give fifty dollars a year to every library that is in their jurisdiction. I move that it be recommended.

DR. DALES: I feel like seconding that. We consider and it has been stated here to-day quite emphatically that we believe that the Public Library is just simply a continuation of the Public School, and we want to make that connection all the stronger. We would like to have something placed in the Act by means of which school sections might be permitted to go to work and levy that half mill rate, on the understanding that they will become members of that free public library. The object is to get these County Councils to go on somewhat the same lines.

THE CHAIRMAN: That is not seconding the motion. It is to vote down the clause. There is a recommendation in this clause.

MR. GURD: We report and say we cannot recommend such a resolution.

MR. WILLIAMS: I move that that recommendation be struck out and that recommendation sent in by the Georgian district be adopted.

THE SECRETARY: May I contribute just a bit of information. The Minister of Education through the Inspector of Public Libraries instructed the committee that at this present moment the revisions which are to be made to the Act are only those that are non-contentious and are necessary to make the Act more effective in its working. There will be a thorough revision of the Act, due I suppose in another three or four years, perhaps in less time than that, and it seems to me that we ought to respect the request of the Minister of Education in this matter, and it is a question of desirability. Now, you probably know from what was read this morning that the committee recommend that some of those clauses be sent to the Institutes for further consideration. I would suggest that this clause, because I think it is an extremely important one that we are now discussing, be added to the list and these be all sent to the Institutes. And if every Institute in the Province passes this resolution, as I am inclined to think they will, then the legal Committee can come up and say: We have the resolution of fifteen Institutes of this Province, and then the Minister would be prepared to listen to it.

MR. WILLIAMS: The consensus of opinion to my mind appears to be against the contention that I hold in regard to this matter and I am quite agreeable, with the approval of my seconder, to withdraw my resolution and adopt the suggestion that the Secretary makes. I did not anticipate that there would be any legislation at this session in any case, and if that is agreeable to my seconder I will withdraw my resolution.

THE CHAIRMAN: I think it will be better to amend that clause by saying that this clause be referred back and copies sent to various Institutes to consider it and report at a later time.

MR. ARISON: I second that motion with pleasure.

THE CHAIRMAN: The motion is that it be laid on the table and referred to the various Library Institutes for further consideration.

MR. WILLIAMS: That is the motion.

THE CHAIRMAN: Is that your amendment?

DR. DALES: I have seconded it twice.

THE CHAIRMAN: It is that action on this clause be deferred and the substance of it referred to the various Library Institutes to consider and again report. Amendment put and carried.

MR. GURD: Then the next order is clause No. 3 of the Report, "The Rural Free Public Library." (Reads.) Now, there were two methods, the County System such as they have in California, for example, and Township System, and

they are both recommended. It is entirely contrary to the spirit of the Act and being so involved we thought it better to recommend it be sent back so that the Institutes could discuss this scheme. I move that.

Seconded and Carried.

MR. GURD: Next is clause 4, "School and Library." (Reads.)

MR. CLARKE: I move the adoption of that clause.

MR. GAVIN: I second that. (Carried.)

MR. GURD: The Next and last clause is, "Branch Libraries." Of course that applies only to larger libraries. (Read.) I will move the adoption of that.

MR. CASWELL: I will second that. (Carried.)

MR. WILLIAMS: I move the adoption of the Report as amended.

DR. DALES: I second that. (Carried.)

EVENING SESSION.

The large audience assembled for the evening session completely filled the place of meeting, and when the President called the meeting to order he faced the largest audience so far in the history of the Ontario Library Association.

The speaker of the evening was Miss Clara W. Hunt, Superintendent of the Children's Department of the Public Library, Brooklyn, N.Y., one of the foremost American children's librarians. Through a disappointment in connection with the stenographer, no full report of Miss Hunt's address is possible. The Editor, however, has had access to Miss Hunt's notes and has endeavoured from them to give an outline of her remarks. Even a stenographic report would fail to set forth the charm of this admirable address, full of vivacity and humor, and immensely enjoyed by the audience. The Editor regrets exceedingly the failure in the arrangements for the stenographic report, but hopes that the following outline will at least acquaint the libraries with the general features of the address:

BOYS AND GIRLS AND THE PUBLIC LIBRARY.

BY CLARA W. HUNT, SUPERINTENDENT OF CHILDREN'S DEPARTMENT, PUBLIC LIBRARY, BROOKLYN, N.Y.

Miss Hunt's paper was a comprehensive treatment of the work of the library in connection with boys and girls from the standpoint of a large American city, one of whose greatest problems is the Americanization of the foreigner. The plan of the paper was the presentation of the work of such a library by many concrete instances to illustrate each phase. So apt and so illuminative were these instances that Dr. Locke voiced the general feeling of the Association most fittingly when he thanked Miss Hunt for the practical and inspiring character of her address. The real need of just such work as is being done by the Brooklyn Library was established beyond all question, and the honor and privilege of being connected with this department of constructive citizenship was equally plain.

By many examples Miss Hunt made very lifelike the boys and girls who are being reached by the Brooklyn Library; Italian, Jew, German, Russian, and many other nationalities; timid, bold, shrinking, aggressive, stupid, bright; full of purpose

to better themselves; credulous, sceptical—many varieties from many countries. These boys will have votes shortly; these girls will have homes. What can the library do to develop their intelligence and their ideals?

One answer lies in the boys' and girls' clubs. These are formed for many purposes and the library can help them all. An athletic club of Italian boys found the library a help to them, and the athletic stories these young club members read developed the spirit of fair play. A hero club of Jewish lads studied Livingstone Father Damien and other heroes of all countries, creeds, and ages. The influence upon ideals and the breaking down of religious prejudice in those boys was remarkable. A dramatic club owes much of its help to the library and one of the children's librarians, and the development in the type of play presented and the general character and behaviour of their audiences were very marked. This club idea is capable of great expansion and fine practical results.

Another answer lies in the children's reading room. The hours spent are full of satisfaction to these junior citizens and leave their impress on their minds and bodies both. Clean hands and faces and clothes, as well as new ideas and inspirations, and direct results of this work in the children's room. The little tots with their picture books, the older ones with their stories, and others reading serious books for debates, essays, and compositions and general purposes keep the librarians fully occupied to meet their varied wants.

The results of the work in and out of the library building are seen in higher standards in personal appearance, in moral life, in literary taste, in dramatic taste and in amusements. Careers and occupations are chosen, wholly or in part, through the influence of the books and the librarians, and the consciousness of the rights and duties of citizenship in awakened and developed. The boy's pleasure in dodging the policeman, upsetting garbage cans, and destroying property gives place to better things. He learns to read, to think and to do in a manner befitting a young citizen. The influence on home ideals is also evident. Flowers and grass replace refuse and litter in the back yard, tablecloths appear at meal time and the home life gains in desirability.

This work makes heavy demands upon the librarians. Their rewards come in the appreciation shown by the children, who in their own quaint ways, in broken English, but an English full of affection, tell the librarian of their gratitude and love. Part of the reward comes also in the humours of the day, from the children, or the parents. Some of these amusing items appear in the statements of fathers' occupations, e.g.: "My father, he don't work, he's de boss." "My fader has no business, he works on bananas." "He's lost it." "He never had one." "He makes music." "Teacher, he goes to the push cart." "Teacher, by buttons." The titles of books are equally amusing at times, e.g.: "Book of the Radishes" ("Carrots, Just a Little Boy,") "Homer's Eyelid," "Wait a minute" (Tarry thou till I come), "Three Flights Up" (Passing of the Third Floor Back), "Della and Ada" (Delineator).

Altogether the work is a great factor in transforming the boys and girls of our land into what they ought to be, by giving them ideas, by implanting and developing worthy ideals, by Americanizing and uplifting them. The boys and girls are not alone the recipients of good; their fathers and mothers are included in the beneficent influence, and home life and environment respond to the call of a better and higher life.

TUESDAY, MARCH 25TH, 1913.

MORNING SESSION.

REPORT OF RESOLUTION COMMITTEE.

MR. E. S. CASWELL: Mr. President and Gentlemen, last year the Resolution Committee, in the glow of enthusiasm from being given the virtuous work of framing resolutions, were constituted by the Association a Standing Committee, and it stood still throughout the year. (Laughter.) I do not know whether it should be called a Standing Committee, because it seems to me that the committee was sitting, and sitting tight. We were, in the lines of Torres Vedras, as it were; we were in a condition of masterly inactivity. But the idea, I believe, was this; if the committee was continued through the year the resolutions passed at the various institutions might be forwarded to the Chairman and distributed among the members, and the members, by more careful and more expert thinking during the year, could submit to the Association resolutions a little better prepared and with more forethought given to them. Whether the present committee—Mr. Sykes and myself survived the wreck of the last committee—should be continued as a Standing Committee through the year is for you to say. We have not requested it, but it is for you to decide whether the committee should be continued during the year. The resolutions we are asked to present are as follows:—

REPORT OF COMMITTEE ON RESOLUTIONS.

Your Committee respectfully present for consideration the following resolutions:

1. That in view of the growth and development of library work in the Province having reached a stage where it has become impossible for one man to visit all of the libraries annually, the Government be urged to appoint one or more additional inspectors of libraries.
2. That we recommend concurrence in the suggestion of the Western Institute, that the Postal Department of the Dominion Government be memorialized for the reduction of the postage on books for Public Library purposes, and would urge that when considering the adoption of the Parcel Post System in this country provision be made for the inclusion of books; and that copies of this resolution be sent to the Prime Minister and to the Postmaster-General.
3. That in view of the submission to the Library Institutes during the past year of the question whether or not it would be advisable, during the year 1913-14, to group the library districts for Institute conventions, and in view of the fact that there appears to have been no demand expressed for such action, we would recommend that no action be taken by the Association.
4. That the Customs Department of the Dominion Government be memorialized to remit the duty on gummed cloth imported by Public Libraries for binding repairs.
5. That in view of the very excellent papers contributed during this session of the Association on the subject of helpful reading for boys and girls, and of the supreme importance of this phase of library work, the Department of Education be requested to print a sufficient number of reprints of these papers from the

Proceedings of this convention to supply copies, not only to the libraries, but also to Public and High Schools in all communities of the Province where Public Libraries are established.

6. That special attention be given in all our libraries during the coming year to the development of the children's work, and that where possible the Story Hour be instituted; and, further, that the Executive be requested to place on the programme for next year's meeting a Story Hour, in order to demonstrate its effectiveness.

7. That this Association express its sense of satisfaction with the action of the Provincial Government in issuing a special Order-in-Council to provide for a measure of Government aid being given this year to branch libraries.

8. That the Association concur in the resolutions passed by the Executive at its semi-annual meeting: (1) "That a series of public meetings be arranged throughout the Province to arouse public interest in the possibilities of the Public Library"; and (2) "That a campaign of library publicity be inaugurated by bulletins of news and articles"; and that the Executive of the coming year be authorized to carry these resolutions into effect, with due regard to the limited nature of the funds available for the purpose.

9. That each Library Institute of this Province be asked to take a vote on the question of the desirability of a National Library being established; also that the Executive Committee ascertain what concerted action our sister provinces are willing to take in this matter and report at our next Convention.

10. That the thanks of the Association be tendered Miss Clara W. Hunt, of the Brooklyn Public Library, and to the members of our own Association represented on the programme, for the thoughtful and inspiring addresses contributed to this meeting.

11. That the thanks of the Association be tendered to the Board of Management of the Toronto Public Library for the use of the library building, and to the Chief Librarian and his staff for the courteous attention shewn to the delegates.

All of which is respectfully submitted.

E. S. CASWELL.
W. J. SYKES.
J. E. KERR.
H. J. CLARKE.
W. H. MURCH.

I move the adoption of the first clause.

A DELEGATE: That is a clause which has been adopted more than once, and it should now be re-adopted.

MR. CASWELL: I move that the clause be re-adopted. The resolution having been seconded it was unanimously agreed to.

MR. CASWELL: This morning your Secretary handed to me a resolution which I presented to the members of the Committee. It was considered, and the committee were unanimous in its adoption, and I think, at the time, we intended to include it with our resolutions but, in the final draft of the resolutions it was not done. I think it might be merged in the one resolution. I move the adoption of the second resolution. Agreed.

MR. CASWELL: I move the adoption of the third resolution.

THE PRESIDENT: I believe that the Department of Education is opposed to the union of Institutes.

MR. CASWELL: I think this clause might be adopted by leaving out the latter portion of it; by omitting the clause that "If two or more districts" With those words left out I move the adoption of the resolution. Agreed.

MR. CASWELL: I move the adoption of the fourth resolution. I may explain that we get the cloth from only one firm—at Syracuse, but it is an excellent repairing material, and it enables us to keep our books in repair more cheaply than we could do otherwise. The cloth is not to be obtained in Canada, so no Canadian Industry is affected, at least no manufacturing industry is affected.

THE PRESIDENT: There is nearly 50 per cent. duty on that material, and I am glad to see that resolution.

MR. CASWELL: I move the adoption of the fifth resolution.

THE SECRETARY: This year's proceedings will make a volume of some hundred and thirty pages. The papers the school teachers want will, probably, not occupy more than thirty or forty. The point is to get just what we want. The Government might be willing to make a reprint of that forty and send it to all the teachers, whereas they would not send 130.

A DELEGATE: It was thought that if the type were standing, a section of the report containing those reports might be printed at considerably less cost. Then it was thought it would be a good thing for our library work if the whole of the report of our proceedings was got before the teachers of the country, and if that could be done it might justify the additional expense. However, it is for the meeting to use its judgment with regard to that.

A DELEGATE: I will support the recommendation of the committee. It would appear from the programme that two-thirds of the proceedings will, at least, deal with the relationship of the library to the reading boys and girls, and while, if we could reprint any part of it it would be the saving of a considerable amount, yet it does not seem to me from this programme that we could reprint a part that would be much less than two-thirds of the whole proceedings. I think, in that case, it might be well to reprint the whole proceedings.

A DELEGATE: If you send a report of the whole of the proceedings to the various teachers the chances are that they will simply look at the cover and say "I am not interested in the proceedings of the Ontario Library Association." If a pamphlet were printed, with a suitable title on the outside of it, and calling attention to the fact that the pamphlet dealt with the question of the children and children's needs, it would be far more likely to receive attention than would the whole report with its general title.

A DELEGATE: I am of the same opinion. If any thing occurs of special interest to teachers the Department issues bulletins and distributes them quite freely at a very low priced form. Very often valuable information contained in the reports of Government Commissions is buried under a mass of evidence, and which people pass over. What we want to do is to bring out the useful information.

A DELEGATE: It was suggested in Committee that a short introduction should be prepared; that these addresses should be printed by themselves with a short introduction to the teacher showing why they were sent them and why it was necessary and advisable that the teachers should read them.

MR. HARDY: I will move to add that a sufficient number be reprinted from the proceedings and supplied to the teachers.

A DELEGATE: Would that include all the papers and the discussions?

MR. HARDY: Yes.

MR. CASWELL: It is somewhat discouraging to hear that the teaching staff of the country should have so little interest in library work as to throw aside the report of the Ontario Library Association; but if the committee think that is the case we shall have to accept the situation.

A DELEGATE: I think it ought to be understood, although the amendment does not state it, that it is intended to cover all the papers and all the discussions.

THE PRESIDENT: That is understood.

MR. CASWELL: Regarding the sixth resolution I may say that the latter part of that resolution is the result of a suggestion made by our President. I move the adoption of the resolution. Carried.

MR. CASWELL: I move the adoption of the seventh resolution. Carried.

MR. CASWELL: I move the adoption of the eighth resolution. Carried.

MR. CASWELL: I move the adoption of the following resolution.

That article 3 (c) of the Constitution be changed to read; "The annual fee shall be one dollar for individuals and for libraries according to the following scale:

Places over 15,000 population, \$5.00.

Places from 5,000 to 15,000 population, \$3.00.

Places up to 5,000 population, \$2.00."

A DELEGATE: I am afraid that a resolution of that kind will have an effect upon the membership. We are none too well represented now.

A DELEGATE: We have a credit balance of \$345, and what is the practical object of it?

THE PRESIDENT: The expenses are increasing all the time. We want to get a sufficient amount of money to meet these current expenses.

MR. CASWELL: In one of the resolutions we have adopted, the Executive are authorized to issue bulletins, of library news, and possibly the publication of a library paper, which, I think, would be a welcome addition to our equipment as an Association.

A DELEGATE: As one of the prime movers in regard to this resolution, I might say that it has been twisted round from what it was originally. It was intended to divide the towns under different classes, each town to pay \$2, \$3, \$4 or \$5. If we were to raise it to \$4 that would be a hardship on the rural libraries, so we advised this sliding scale which would equalize the scale of maintenance.

A DELEGATE: I think a matter of this importance should be deferred for a year. For instance, I am not authorized to vote on this question. Our Board does not know anything at all about this, and it seems to me that the different Library Boards should be made acquainted during the next year of the proposed increases in order to test their feeling, to see if they are willing to pay. I do not think that any harm will be done by deferring the matter for one year. I move that the matter be considered during the coming year, and that it be brought forward at our next annual meeting.

A DELEGATE: Was that given as a notice of motion a year ago?

THE PRESIDENT: It comes before the Association for the first time this year.

A DELEGATE: Unless a library represents some municipality of 5,000 it will not be affected at all. If the municipality has a population between 5,000 and 15,000, it means just one dollar more, and I do not think that any Library Board in the Province representing a constituency between 5,000 and 15,000 people would object to pay the extra dollar. To put this matter off year after year when we really require the money is absurd.

THE SECRETARY: According to the census of 1911, the places in Ontario which have a population of 15,000 and over are Berlin, Brantford, Guelph, Kingston, London, Ottawa, Peterborough, Toronto and Windsor.

A DELEGATE: Mr. President, I have the honour to represent one of those cities—Berlin. I am sure that the Berlin Board will not object to pay anything which is right and reasonable, but I must say that I coincide with the Rev. Mr. Lee of Waterloo, and I desire to second his amendment. I would like to see that Resolution put forward as a notice of motion now to be voted on one year hence, because I should like to vote as the Board, which I represent, would desire me to vote. I noticed yesterday morning there was a Resolution in which there was some mention made of the sliding scale. If the sliding scale is the proper thing, and I am not saying it is not, why do you stop at 15,000? Why do you not make some provision for cities of 25,000? Yesterday morning something was said about cities of over 200,000. I do not think there are very many of them, but that seemed to me like legislating for perhaps one city. It seems that we are stopping short in our sliding scale this morning at 15,000, and I do not know if the principle is the right one. I also feel that I am not quite certain as to what is the need for further funds, and I would like to be able to explain that when I go back to my Board. Do you really contemplate establishing a magazine, and so forth? I should like very much to have a discussion on that, but to have the voting on the main question deferred for one year.

THE PRESIDENT: This resolution is in the hands of the meeting.

A DELEGATE: I think the need of money towards an increase in the funds of this Association, as in every other Association, has become quite evident. I do not think, considering the very few cities that would be affected by this proposal, that there should be any hesitation in adopting it or some other similar means for increasing our funds. I protest against the idea that we, representing the Library Board, have no will or judgment of our own at all, and that we have to take every question back to our Board and have it threshed out there, and discussed and find out what the majority of the Board think, and then come down here and register that vote. We, as delegates, representing our Library Boards, should act according to our best judgment.

MR. G. H. LOCKE: Mr. President, as Treasurer of the Ontario Library Association, I might explain that the surplus that appears at this time of year gets wiped out within the next few weeks owing to the demand made upon us by a meeting such as this; the printing of circulars and things necessary in connection with our work. We run so close to the line that we have to borrow from our bank on our own security in order to carry on the work of the Ontario Library Association. The Treasurer is not paid, nor are any of the other persons who are associated in the work paid. That the question should be asked as to what is the necessity for having any money is one that puzzles the members of the Executive. The Ontario Library Association brings us all together, and we can go to the Government and say that this is what each individual library is doing, that throughout the Province everybody is making some contribution towards this library work, and therefore, won't you step in and help us? But, if we went to the Government and said that this is localized, the Government would reply that they had nothing to do with local affairs. The Government will only do something, if we are prepared to do something ourselves, but if we are going to quibble over giving a dollar extra towards the spread of the gospel of libraries through this Province, we must expect very little help. The Government will help only those who help themselves.

A DELEGATE: This is not a question of money. If it were merely a question of money, I am sure the Library Board would be willing to give more than one dollar. But the question is: is it in accordance with our Constitution to pass a motion of this kind without a notice of motion? I have no mandate from my Board to come here and vote for an increase. If I did, I could not bind them to it. They might agree to it and they might not.

THE PRESIDENT: If they do not pay it they do not get any advantage from the Association.

MR. CASWELL: The present fee we have is not compulsory. They may withhold it if they wish.

A DELEGATE: It seems to me that the amount is so small that if we were to compute the value of our individual time, we have wasted the money involved in this little clause in the lengthy discussion which has taken place. (Laughter and "Question.")

A DELEGATE: It is really to let the people know that this money is needed. When they find out there is real necessity for it they will not object.

A DELEGATE: With reference to the scale of payment, was the last census taken?

A DELEGATE: The local claim for population. (Laughter.)

A DELEGATE: It will be another ten years before the next census is taken, and there may be fifty places which will have passed the 15,000 mark in regard to population.

THE PRESIDENT: Article VI of the Constitution reads thus:

"Art. 6 Amendments. Amendments may be made to the Constitution at any meeting of the Association, provided that notice of the proposed amendments was sent by the secretary to each member one month before the meeting, and that the amendment has a two-third majority of the members present." I am afraid that I shall have to rule that the point of order is sustained, and this will have to go as a notice of motion. I have come to that conclusion much against my will. I do not wish to be arbitrary, but I think we must abide by the Constitution, and I rule that this resolution must go as a notice of motion.

MR. CASWELL: I move the adoption of the tenth resolution.

A DELEGATE: Mr. President, I will second that resolution for a personal reason. A year or two ago, when I wished to get married, I went to Brooklyn, and I have had a very warm interest in any one from Brooklyn. It is rather remarkable that the best man at my wedding was a Mr. Hunt. I do not know whether there is any relation. I presume there is if you go back far enough, so you can understand with what more than usual pleasure I enjoyed listening to Miss Hunt last night. I cordially second the vote of thanks.

THE PRESIDENT: I have a great deal of pleasure in putting that motion. All in favor.

The motion was carried with acclamation.

MR. CASWELL: I move the adoption of the last resolution. Carried.

MR. CASWELL: I move the adoption of the entire Report as amended. Carried.

THE PRESIDENT: Mr. Walker will present the report of the Nominating Committee.

MR. WALKER: I submit the following report and move its adoption. Seconded and carried.

REPORT OF THE NOMINATING COMMITTEE.

Your Committee beg to report that they recommend the following as officers for the year 1913-1914:

Officers: Pres., W. F. Moore, The Public Library, Dundas; 1st Vice-Pres., W. O. Carson, The Public Library, London; 2nd Vice-Pres., David Williams, The Public Library, Collingwood; Secy., E. A. Hardy, B.A., D.Paed., 81 Collier St., Toronto; Treas., G. H. Locke, M.A., The Public Library, Toronto.

Councillors: H. J. Clarke, B.A., The Public Library, Belleville; D. M. Grant, B.A., The Public Library, Sarnia; Miss Mary J. L. Black, The Public Library, Fort William; Adam Hunter, The Public Library, Hamilton; W. J. Sykes, B.A., The Public Library, Ottawa; C. R. Charteris, M.D., ex-Pres., The Public Library, Chatham.

Technical Education Committee: W. O. Carson, D. M. Grant, E. A. Hardy, W. Tytler, J. D. Barnett, R. Alexander.

(Signed) A. R. WALKER.
F. P. GAVIN.
N. S. GURD.
D. WILLIAMS.
W. F. MOORE.

THE PRESIDENT: We shall have the pleasure of hearing from Mr. Edwards.

MR. EDWARDS: Mr. Chairman and Members of the Ontario Library Association: It is an honor to be asked to address so representative and important a public body as you are. With regard to the particular subject which has been assigned to me, I can claim no special knowledge, although we can all claim, I hope, a certain amount of interest in it. I understand this is to be a fifteen-minute paper, and, I presume, that includes the opening remarks for which I am indeed very thankful, because I do not excel in opening remarks, or remarks of any kind that I know of.

THE PUBLIC LIBRARY AND THE PUBLIC SCHOOL.

BY C. B. EDWARDS, INSPECTOR OF PUBLIC SCHOOLS, LONDON.

The primary purpose of the public schools is to make good citizens of the children who attend them.

This demands the formation of moral habits, mental power and physical development.

The most wonderful achievement of the child is learning to interpret the printed symbols that civilized man has invented for expressing and preserving his thoughts.

Owing to the fact that the English language is not, like the German, purely phonetic, English children have a very difficult task in learning the mechanics of reading; a task that calls for skill, inventiveness and patience on the part of the teacher, and for a great deal of interest and effort on the part of the child.

Generally speaking, the first four years of the pupil's school life is consumed in *learning to read* and the succeeding half in *reading to learn*.

HOW CAN THE PUBLIC LIBRARY ASSIST THE PUBLIC SCHOOL?

The public library can assist the public school in two ways (a) In furnishing to the children of every grade a pleasing *variety* of reading matter that will so arouse the interest of the child that he will put forth his utmost effort to master the reading to get at the story. (b) In presenting to the child books, that in addition to being useful and educative, appeal to the child's liking and thus form a taste for the right kind of reading.

BRINGING CHILDREN TO THE PUBLIC LIBRARY.

The ideal relation of the school and the public library is for the pupils to go to the library, but experience has proved that the children do not go to the library except in rare cases where an exceptionally zealous teacher occasionally takes her class there.

The plan adopted in London is for the library to go to the school by means of the books on supplementary reading bearing the label of the public library. This arouses in the pupil a curiosity to visit and learn about the institution which supplies him with such delightful and instructive books. When later he goes with his teacher and schoolmates to the library he sees the children's room which Mr. Carson has so admirably arranged, and is allowed to see the various parts of the building, there is formed a desire which age will strengthen to make use of this great means of education.

The public library should be considered as the place where is housed the books that contains the sum total of human achievement and human wisdom.

In the opinion of the writer, books are the tools of the intellectual and the hand worker. Books are our servants, not our masters. In our schools we have in the hands of the pupils of the fifth to the eighth grade suitable dictionaries and in the Principal's room a six-volume encyclopaedia in order to train pupils how to use books as a source of information. This should lead to an intelligent and appreciative use of the library.

That it will do so, one has only to visit the splendidly equipped reference room in the London Public Library, where he will see all classes from the university professor to the artisan busily engaged in consulting the latest and best books dealing with the special subject in which each is interested.

The Board of Education, the Separate School Board and the Public Library Board of the City of London are trying the experiment of co-operating in the matter of furnishing supplementary reading to the public and separate school pupils. The Public Library Board has added an equal amount to that voted by the other boards, and with the money purchased books suitable for the pupils in the various grades (I to IV in the public school, and I to VIII in the separate schools.) These books are the property of the public library, but are for the exclusive use of the pupils. The plan of distributing and exchanging the books has been left in the hands of the librarian, Mr. W. O. Carson, and the public school Inspector.

The teachers in the public schools have voluntarily assisted the library staff in preparing them for circulation, no small task when we remember that the first purchase for the public school numbered nearly 3,000 volumes.

The boys in the manual training classes of grades VII and VIII are making the boxes in which the books for each class will be kept. So you see that the books will directly educate the head, and indirectly be the means of training the hand.

It is the intention of the Boards concerned in time to purchase a sufficient supply of suitable books for all the different grades of the public school.

The Department of Education requires School Boards to supply the pupils in the third forms (grades V and VI) with supplementary readers on hygiene, history and geography. The first of these is admirably suited to the age and capacity of the pupils, both as to the language in which it is written and as to the matter it contains.

With respect to the history and geography readers, it can fairly be said that there is a superabundant amount of matter interesting in itself but unfortunately expressed in language that is quite beyond the capacity of the children in the third form (grades V and VI) of the public school.

It seems to me that the purpose of these readers should be to create a liking for history and geography, but this object will surely be defeated if, as is the case, the books are overloaded with detail and the story is not simply told. It is, I believe, the almost unanimous opinion of teachers who have used in their classes the "Highroads of History" and the "Highroads of Geography," that these books have done more to arouse a love for these subjects than the readers can ever accomplish.

Better one fact in history and geography understood and appreciated, than ten facts partially grasped and then forgotten.

A word as to the cost of supplying supplementary readers may be of interest to those desiring to put them into their schools.

The first instalment of books for Grades I to IV inclusive, numbering nearly 3,000 cost about \$400.00 an average of about 14 cents each. The boxes will cost about \$75.00. In the senior grades the cost will run higher.

The average enrolment in the eight grades of the London public schools for 1913 will be nearly 5,600, and to supply these pupils with a fairly liberal supply of supplementary reading books would cost about \$1,100 or \$1,200.

The following are the selections made for the different grades:

Grade I.

Alexandra Primer.
Literary Reader (Infant).
Dick Whittington.
Æsop's Fables.
Tales and Old Myths.
Long Ago Stories.
Old World Stories.
Old Greek Tales.

Grade II.

Morang's Modern Reader, First Book.
Globe Reader (Infant) Book 2.
Brave Little Tailor.
Three Giants.
Oxford Readers, Book I.
Six Nursery Classics.
Stories for Children.

Grade II.

Alexandra Readers, Book II.

Tales for Children.

St. George of Merry England.

Highroads of Geography, Book I.

Highroads of History, Book I.

Oxford Readers, Book II.

Grade IV.

Child's Garden Stories.

Reynard the Fox.

Sinbad the Sailor.

Oxford Readers, Book III.

Highroads of History, Book II.

Highroads of Geography, Book II.

The teachers say that the pupils are delighted with the books.

It is impressed upon the pupils that the books are the property of the London public library, and must be returned *clean* and in good condition.

This in itself leads for respect for public property and to that most desirable thing in boys—clean hands.

What is an experiment in our schools has been highly successful in many of the cities of the United States; in fact, the report of many of the City superintendents of Schools contains also a section giving the details of the circulation of books from the public library among the pupils of the city schools, as well as the visits of the classes to the library where a special assistant has a "story hour."

It has been a privilege of the writer to visit the public school departments of the public libraries of Indianapolis and St. Louis. In the latter the matter of supplying the public school pupils with books for supplementary reading has been very efficiently systematized and ample provision made for the attendance of whole classes to hear accomplished "story-tellers" relate interesting and instructive narratives.

If one may be permitted to offer a suggestion it would be that wherever the plan outlined here is adopted it should be adjusted to local conditions and local needs.

THE PRESIDENT: I will call on Mr. Gavin for his paper.

MR. GAVIN: Mr. Chairman, we have a most excellent Secretary. He inveigled me into taking this paper in a casual sort of way. He told me it was to occupy fifteen minutes only, and he said he wanted it in writing. The effect of that was to make me crystallize what I have to say.

THE PUBLIC LIBRARY AND THE HIGH SCHOOL.

BY F. P. GAVIN, B.A., PRINCIPAL COLLEGIATE INSTITUTE, WINDSOR.

At the meeting in 1912, this Association passed a resolution expressing the hope that closer relations may be established between the high schools and the public library.

That co-operation between the high school and the public library is helpful to each, and is therefore desirable, I will take for granted, and will take up no time in advocating. Further, instead of entering on a discussion of the general principles underlying such a co-operation I shall confine myself to an account of the relations of a particular high school to the public library. This will save both time and patience.

The speaker has been Principal of the Windsor Collegiate Institute and also a member of the Windsor Public Library Board for about ten years, and so has had a favourable opportunity of adjusting the relations of the two institutions and of observing their effects. Naturally the primary factor in determining these

relations has been the benefit the collegiate could derive from the public library, and so I speak rather as a school man than as a library worker. At the same time my duty to the public library to increase its usefulness has been to some extent discharged.

Coming at once to my subject we make use of the Windsor Public Library in the following ways:

1. We have as in other high schools of Ontario a supplementary reading course in English. A list of books for each year of the high school course, suitable to the age and attainments of the class, is published in our school at the beginning of each session. These books are arranged in four groups as follows:

1. Poetry. 2. Novels and Stories. 3. History, Biography and Essays. 4. Travel and Nature. Every pupil is required to read one work from each of the four groups of the list for his year. We find that we cannot provide all these books or sufficient numbers of them in the school library, and we ask the public library to place them on their shelves. This the library willingly does, in some cases providing two or three copies of a book. The librarians have posted conspicuously in the library a printed list of these books so that pupils are able to examine in the library the books from which they must choose. This the pupils usually do, and thus not only do they get the benefit of making a choice after examination, but they have some idea of what the other books are about. There is such a constant demand for these books that the librarians have assembled them on the most convenient shelf. The well-thumbed and worn condition of these books and the frequent renewals needed make an eloquent testimony to the sympathetic relation established between our school and the public library. The same conditions exist in the public library of Walkerville, where a number of our pupils live.

A slight difficulty arose in the case of non-resident pupils who had no rights in the public library, and who could not get the books elsewhere. My dual position enabled me to adjust this by getting the Library Board to authorize the librarian to issue books pertaining to work in school to non-resident pupils on producing a certificate of attendance from the Principal.

Let me make a digression for a moment. I have examined dozens of lists of books prescribed for supplementary reading for adolescents and many of them have been sources of wonder and amazement to me. In trying to determine what principle guided the compilers in their selection I have concluded:

1. That the compilers intended the list as a monument to their own colossal and erudite knowledge of English literature, or,
2. That the compilers hoped to some day read the list themselves, or,
3. That the compilers were quite unprincipled.

Many of the lists are entirely too ambitious, and lose sight of the fact that we are dealing with adolescents and that we wish to implant in them some desire for reading and a love of books. It is utter folly to hope to instil a love of books in a boy by compelling him to read a book dealing with matter entirely outside his range of experience. He must have some points of contact with the book.

How often we see Jane Austen's novels prescribed in these lists, because forsooth they are classic and of solid worth, and so everyone ought to read them. So one ought when one is ready, but the boy of fifteen who is ready to read "Sense and Sensibility" is outside my range of experience. Even the "Autocrat of the Breakfast Table" we find none too popular, and while begun readily enough is finished somewhat as a pill. Children will not browse in books.

At all costs the books must be interesting, they should not be too long, the subject matter should not be too heavy, the style must be bright, vivid, vital and not without thrill.

Just why modern books are eschewed I don't know. I should hesitate to insist on a boy reading "Pendennis" before he is allowed to read "The Broad Highway." If you let him read the latter he may read the former, if you make him read the former he may never read the latter or any other book. While, of course, I would discourage dime novels just as I would measles, yet I must say that just as many a boy has gotten over his attack of measles so have I known more than one boy who in purloined moments read with popping eyes "Purple Whiskered Pete the Pirate" and who did not end his days on the gallows.

Let me end this digression with a plea for interesting books. The supplementary reading that is a dry task defeats its own end.

2. We have another method of co-operation which I wish to commend to the attention of this Association. We are very fortunate in having on our staff an English master, who is a great lover of books. (This latter clause is purely descriptive, I say this that no English master here may think I meant it as restrictive). Mr. Bell, our English master, and myself felt that while pupils were getting solid benefit out of our supplementary reading course, still their interest was not spreading out to other books in the way we hoped it would. This we concluded was because they did not realize how great a field of interest they could find in other books. At my request, the library Board passed a resolution authorizing Mr. Bell to take to the school a small number of books for a reasonable time to show to the pupils. These books might be from the general works or from the Reference Room, but were subject to instant recall if anyone asked for them at the library. Accordingly every week or so he takes up to the school ten or a dozen books he thinks desirable and distributes them two or three in each of the upper classes. He takes a few minutes to draw attention to them, telling something about the author, or the contents of the book, or its place in literature or science. They are left on the teacher's desk and anyone in spare moments is allowed to take one of the books to his seat to look it over.

The books selected for this purpose are not the books a boy or girl would ordinarily take out for home reading, but are rather the more comprehensive and authoritative works in Art, Literature, History, Architecture, Science, etc., such books as Green's "Illustrated History" (a most popular book with the students), Martin's "Canada," Frank Yeigh's "Canada," Guerber's "Myths," Cassell's "Pictures," "How to Appreciate Fine Buildings," "Social England," "Highways and Byways."

Care is taken to show only books which are well printed, with plenty of illustrations, and generally which are beautiful specimens of the book binder's art. Books illustrating customs and costumes of other times and other countries are very popular; so also among the boys are books of mechanical studies or inventions.

After several months' trial of this arrangement I can commend it in the heartiest terms. The pupils are eager to look at these books and to read them at odd moments, and frequently ask questions about the subject matter. We do not leave the books more than a few days in a room; thus they do not become stale, and a boy knows if he does not look at the book soon it will be gone. We have not had the slightest trouble with marking or injuring the books. Boys and girls from whom one would hardly expect it are eager to handle and look through them, and treat costly and beautiful books with almost reverential care. Some

of the best books in our public library have been given in the last six months more intelligent examination by our young people than they were given in six years by the general public. These young people are going to be the reading public of the next six years, and I anticipate our experiment will amply justify itself.

Just one more point about this scheme. We have in our school a certain form which is made up of pupils who are taking a year longer than some of the other pupils to do the work, and which is marked by a certain inertia or inactivity, a passivity which seems at times to be a kind of passive resistance. Mr. Bell tells me that in English he has found a very marked improvement in the general tone of the class, in the responsiveness of the pupils and a much livelier interest not only in their studies, but in matters not wholly within the school. This particular class has been especially interested in these books, looking forward to each new lot. We can attribute this change only to the enlivening and broadening influence of the environment of these books.

3. But I must hasten to a close. The third way in which we make use of the public library is by assigning subjects for essays and oral compositions which will entail some reference work. The teacher assigns a subject which he knows is well treated in some reference work in the library and indicates where the desired information can be found. It is a common thing to see half-a-dozen high school students with paper and pencil in the Reference Room of the library.

4. We have found that pupils do not know how to use reference works, and while we have done something to show them where to find certain information it is the intention of the English master to give a lesson now and again on what may be found in the back of a dictionary, in a book of synonyms, in the book of names, in the Age of Fable, in Phrase and Fable, on how to use a card catalogue, and an encyclopaedia.

Finally, any co-operation that exists between our school and public library has been initiated rather by the school than by the library, and this, I imagine, will have to be the procedure in most cases. We found the library very ready to receive our advances or suggestions, and to afford all the assistance in its power to our work. The particular nature of the assistance, however, must, I think, be determined by the school itself. If the relations between the school and the library are not what they ought to be, the best the library can do is to offer its assistance, not once but on every possible occasion, to encourage teachers and pupils to look into the resources of the library, and to receive kindly and act quickly upon any suggestion made by the school. Some enthusiastic member of the high school staff should be on the Library Board, to give effect to these suggestions.

THE PRESIDENT: I am sorry to announce that Dr. Frank P. Hill, Librarian, Public Library, Brooklyn, N.Y., who was to have led the discussion, is not able to be present. He has been called away on business. From a personal conversation I had with him, I know he was very anxious to be here, and I am sure it is as great a disappointment to him as it is to us. Dr. Hill is a very enthusiastic library man, and we should have listened to him with a great deal of interest. We shall listen to Mr. Murch on a very practical subject.

MR. MURCH: Mr. Chairman, I am afraid my theme is rather dry and somewhat statistical, and perhaps may be a break in our love feast of library work we have been having, but from the point of view of a Trustee I am glad indeed to be asked to give this paper.

PROPORTIONATE EXPENDITURE IN LIBRARY ADMINISTRATION.

BY W. H. MURCH, K.C., ST. THOMAS.

Proportionate expenditure in the various departments of public library administration is a subject somewhat bewildering, and, though not new, has not received much attention. To arrive at conclusions it becomes a matter of making comparisons—which at all times are odious—but in this case positively dangerous as our institutions are so differently managed that each may be considered a law unto itself. Some develop book circulation on special subjects, others its reading room facilities, and in large towns and cities we find the reference room a matter of pride, so that library methods and facilities differ in every community; but whatever difficulty may present itself, one common purpose should actuate the Boards of Management, and that is, they should furnish the best reading for the greatest number at least cost.

The large amount of capital invested and the public benefit derived demand forethought, care and scrutiny, as leakage and unprofitable investment cannot be wholly eliminated. Economy should be considered to the extent of not allowing the expenditures to exceed the income. As the element of profit does not enter into library administration, scientific management is not absolutely necessary as may be the case with industrial institutions where profit and reserve funds are essential.

While "books" would naturally seem to be the first item of importance in a public library it really is not. The question of salary takes precedence, and rightly so, for the life and usefulness of a library depends on the librarian, and here begins the bewilderment I mentioned a few minutes ago, for what are the qualifications of a librarian?

I read somewhere that a librarian should possess scholarship, ample library technique, executive ability, catholicity of spirit, and a judgment able to decide between essentials and non-essentials, with opportunities to refresh, re-adjust and re-create their ideas and ideals of advanced librarianship, make a proper presentation of library needs and aims to the library trustees. In the last Report of Public Libraries by Inspector Nursey I find an article by a Californian writer on "A Librarian's Job," in which he says in part, that a librarian's job is no light and sportive task. It requires a capacity such as few men possess. It means broad sympathies, leniency, genuine intelligence and a comprehensive understanding; he must countenance equally spook-chasing Christian Science, Voodoosim, Psychotherapy, Woman Suffrage, New Thought, Single Tax and Physical Culture.

All this may be somewhat idealistic, but I place the standard high, adding personal appearance and courteous service, and if we secure all this should we not pay for it? Plain living and high thinking may seem eminently proper for librarians, *theoretically*, but in practice it does not work out. Here is a young lady who, in addition to literary work, conducts a successful story hour with the children; here is one who is an expert at classification, having mastered the Dewey and Cutter systems, understands cataloguing and card indexing, while another meets the patrons at the desk with a smile of welcome, suggests suitable books and sends her reader away delighted with themselves and the library. Here is a library in an industrial centre and has numbers of technical books, and by a series of suitable lectures the librarian endeavors to bring the man and the book together. Some libraries conduct a number of reading rooms for men, women and children.

Some buildings are admirably planned where work can be done at a relatively small cost compared with inconvenient structures never intended for library use.

How then can all these varied interests be blended in the question of proportionate expenditure. Some think the salary basis should equal that of school teachers as the work may be called a branch of education; all this faces the management when preparing their estimates, but on general principles I believe in paying the highest salaries possible consistent with the revenue.

There are other methods of arriving at cost of service by taking the number of books issued per year and the cost per unit, say 4c. per book, but in view of what I have stated, salaries must be considered on the general work the library is doing.

In the Inspector's last published report (1911) we find there 131 free libraries whose total salaries amounted to \$83,769.85. Eleven of these pay salaries in excess of \$1,000.00, leaving 120 smaller libraries averaging only \$247.00. This is not only disproportionate but inadequate.

In preparing figures I briefly classified in groups 1st. the large cities, Toronto, Hamilton, Ottawa, London. 2nd, the smaller cities and large towns. 3rd, the small library. You will be surprised to see the inequalities that exist in the salary list varying from 14 per cent. to 50 per cent. That you may understand my percentages, let me say that in my second group I have taken fourteen of the leading libraries that received the full Government grant, having met all necessary conditions. I give population of town or city, total revenue from all sources, amount paid in salaries and percentage thereof in proportion to revenue.

Library.	Population.	Revenue.	Light and Heat.	Salaries.	Per cent.
Toronto.....	350,000	\$85,163 00	\$5,942 00	\$26,281 00	31
Hamilton.....	75,000	51,408 74	1,805 49	7,411 77	14 $\frac{1}{2}$
Ottawa.....	90,000	20,406 00	1,519 00	7,680 00	37 $\frac{1}{2}$
London.....	50,000	13,177 78	727 59	4,108 55	31 $\frac{1}{2}$
Detroit.....					58
Grand Rapids.....					55

Library.	Population.	Revenue.	Salaries.	Per cent.
Belleville.....	10,000	\$2,322 00	\$960 00	41
Berlin.....	14,600	3,630 00	1,802 00	50
Brantford.....	22,000	6,280 00	2,669 00	42
Brockville.....	9,500	1,692 00	705 00	42
Chatham.....	10,500	2,956 00	1,089 00	35 $\frac{1}{2}$
Galt.....	10,000	2,844 00	890 00	30 $\frac{1}{2}$
Guelph.....	14,000	3,740 00	817 00	22
Lindsay.....	7,725	2,026 00	586 00	29
Pembroke.....	5,500	2,013 00	275 00	14
Sarnia.....	10,000	3,325 00	1,108 00	33 $\frac{1}{2}$
Stratford.....	14,850	2,376 00	777 00	33
St. Catharines.....	12,500	3,395 00	1,526 00	48
St. Thomas.....	15,500	4,072 00	1,488 00	35 $\frac{1}{2}$
Windsor.....	17,500	5,440 00	1,875 00	34

In my first estimate, taking \$100 or \$1,000.00 as a basis, I allowed 35 per cent. and taking the salary list of the 14 libraries just read, they average exactly 35 per cent., this would not provide for expansion so I have placed the salary item at 40 per cent.

Now comes the question of books and, without burdening you again with a lot of figures, suffice it to say that our libraries are not expending enough on books. By books I mean non-fiction and Fiction. Belleville spent 19 per cent., St. Thomas 18 per cent. but my estimate places it at 23 per cent.

The rest of my figures may be summarized:—

Bookbinding, etc., 5 per cent.

Periodicals, including everything for reading room 5 per cent.

Light and heat 10 per cent. (Some places furnish light free, in which case the allowance should be less.)

Office expenses to include stationery, postage, printing, freight, express, cataloguing, janitor's supplies, etc. 8 per cent.

Taxes, water and insurance 2 per cent.

Repairs to building 3 per cent.

Publicity-lectures, story hour, etc., advertising 2 per cent.

Incidentals to include association fees and travelling expenses 2 per cent.

Now taking St. Thomas library with a revenue of \$4,000.00 the estimates would be as follows:—

Salaries	40%	\$1,600 00
Books	23%	920 00
Binding	5%	200 00
Periodicals	5%	200 00
Office expenses	8%	320 00
Light and heat	10%	400 00
Taxes, water, insurance	2%	80 00
Repairs	3%	120 00
Publicity	2%	80 00
Incidentals	2%	80 00
<hr/>		
	1000%	\$4,000 00

I see no reason why this basis of proportionate expenditures may not apply to the average library and, as our towns and cities grow, the increased assessment will provide an increased municipal grant as provided in our Public Library Act.

I confess my inability to apply system or method to the rural library; their sources of revenue come largely from membership fees, they are not free, and always seem to be struggling for existence and yet, under the liberal terms granted by our Legislature, libraries should thrive, and our people are to be congratulated on existing conditions.

In conclusion, let me say that there is and always will be wide differences in appropriations according to needs and purposes of the individual library, but so far as general rules apply, I believe my estimate of proportionate expenditures will be a safe guide.

THE PRESIDENT: The paper is now open for discussion.

A DELEGATE: I do not propose to discuss the paper, but I wish to express my own appreciation of it. Statistics are sometimes supposed to be dry, but I do not think that on this occasion many of us have found them so. Most of us have a certain amount of responsibility in regard to the management of the libraries, and I wish personally to express my appreciation of this paper.

A DELEGATE: I have been very much interested in the paper which has been read. The librarian is the person who has to prepare the estimates. They are laid before the Library Board, and the Board takes the matter up and adjusts them. People seem to forget that in many instances \$3,000 is required for running the expenses before a book is put in the library. The paper is an extremely valuable one, and we should fashion ourselves according to it. We are all out for efficiency.

MR. W. J. ROBERTSON: Mr. President, I have felt for years, and I have been on the Public Library Board for thirty years, that the amount of money spent in what is called salaries, fuel, light and incidentals is altogether out of proportion to the amount spent for books and magazines, and yet the amount spent in St. Catharines for such purposes is as low as we can feel justified in making it. I think we rank about second amongst the smaller cities in the amount of salaries. We do not pay too much, if anything I think we pay too little. The moral seems to be this, that the Library Board should ask every Municipal Council for money to be spent on books and magazines. I wish to say something about the book-binding. Mr. Murch suggested \$200 for this purpose for a library like the one at St. Thomas. From my experience I think we spend too much money in book-binding. Books are very cheap, and excellent books can be purchased at a small cost, and you could buy such books at less than it would cost to get them bound. I believe it would be more economical for libraries to discard books which are worn out and buy new books at once.

A DELEGATE: I think it would be also more hygienic to throw away our dirty books and buy new ones to substitute. I think that is a somewhat important point. I believe that many people will not take out a book which is covered with finger marks, and I think it would be far better if the books were kept clean and fresh even if it did cost a little more.

MR. TYTLER: I am rather afraid that the figures given by Mr. Murch would be rather deceptive, unless it was quite understood what they include. For instance, Guelph is very low in salaries, but our caretaker's salary is not included in the Financial Statement, and I imagine that is the case in a great many other instances. If so, what is the value of these percentages? In the Report for 1912, which I have here, I notice under the heading of "Expenditure" the items "Rent, Light, Heat and Salaries," but those items by no means made up the total expenditure. We put in our janitor's expense which is not given here. That gives an entirely false impression.

MR. CARSON: I think we all appreciate very highly the address which has been contributed by Mr. Murch. There are several points which require careful consideration, and much interest can be derived by comparing the average paid in the United States and the amount paid in England. As far as salaries are concerned if you get much below 14 per cent. you are going to get mighty poor work in your libraries. I have visited some libraries where I could scarcely imagine they got as much as that. I have always noticed that the libraries which paid high salaries were the libraries which were doing first class work, and if this Province expects the performance of first class work it must pay adequate salaries. You have only to visit some of these libraries to discover what is the trouble; they are not paying adequate salaries, and I think that a lot of our Trustees would be ashamed to stand up to-day and state what they are paying for salaries. I do not think there is a library in Ontario which pays a sufficient amount in the shape of salaries. I know in my own city we pay, I think, much above the average,

and we have had some of our best people pulled right out of our fingers simply because we could not pay them more. If we expect efficiency we must pay first class salaries. I wish that Mr. Murch would work out a little problem as to the cost of managing a library per book circulated. I think in the United States the average percentage runs 40 2-3rd per cent. In England it runs 43 per cent. including janitors. I think 40 per cent. is a trifle too low. Take for example the City of London. I think Mr. Murch mentioned that the income was somewhere around \$13,000. Now the percentage there shows something over 30 per cent. But comparing London with other cities, the percentage is larger for the reason that part of the money expended is paid on the building. I think the amount for books runs from 22 per cent. to 25 per cent. As I have said, Mr. Murch's paper was an extremely interesting one, but we must remember that our accounts are not all kept alike. There is one point, however, I should like to emphasize and impress on Library Directors, and that is that they had better learn to-day that if they do not pay better salaries than they are paying now they are not going to get efficiency, and their dreams are not likely to be realized unless they get the very best help, and that can only be obtained by paying the best salaries. (Applause.)

MR. MURCH: I am delighted with the criticisms which have been offered. Of course, every library is a law unto itself. It is impossible in a general paper to figure out individual cases. I am basing my figures on the report of Mr. Nursey, for 1911. If I am astray, then the Report is astray.

A DELEGATE: Salaries in one case means one thing, and salaries in another case means another thing. No general inference can be drawn from figures of that kind.

REVIEW OF PROGRAMME AND QUESTION DRAWER.

MISS CLARA W. HUNT, BROOKLYN, N.Y.

THE PRESIDENT: I have now great pleasure in asking Miss Hunt to address the meeting.

MISS CLARA W. HUNT: Instead of reviewing the topics of the programme, I am going to give my time to talking to the texts which have been supplied me by the suggested questions which have been handed in. I think that would be more profitable to you, because I am so heartily in agreement with what has previously been said in reference to the topics on the programme that I cannot quarrel with you about anything and, therefore, there would be nothing much to talk about. These questions, however, have suggested a good many things to which I can refer.

First, there are the questions "What measures would you take to collect large fines from children, and when is it advisable to remit children's fines?" and "Is the parent's signature on the child's application sufficient for the purpose of guaranteeing proper care of the books issued for home reading?" and "Are home visits desirable in cases of discipline?" Those questions relate to the whole problem of discipline in the library. I think, when we are dealing with the child, we should make him responsible for his behaviour and endeavour to make him a better citizen for the State. If we handle children in an easy and sentimental way, and do not exact the best behaviour from them, we are not going to do much towards making them good citizens. I was in a library one day when a child brought in a book. When it was handed back the librarian noticed that it was over-due and she informed the child that there was a fee of four cents owing. The boy had the four cents in his hand. The librarian asked him why he held the

money back until he was told there was a fine and she told him that a man of honour would not have waited to see whether she had forgotten to remind him, and I thought that was a very good point. On one occasion a man felt somewhat annoyed because I spoke to him regarding his son. This was not anything to do with the library. A small boy had so managed to work one of these slot machines so as to make it possible to get all the candy out of it without paying for it. I told the father that it was a serious thing, but the father did not so treat it. He said, "Oh, he is only a little fellow. You mustn't be too hard on a boy of ten years old." I said, "Tell me when he ceases to be a little fellow?" I said that perhaps he would admit that when he was sixteen he would be no longer a little fellow. Even the Courts would consider him sufficiently grown up to associate him with the adult thieves if he stole. When a father has practically trained his son to think that stealing is not a terrible offence, it is mighty unfair to put him into jail when he is sixteen or eighteen years of age; so if we are to train children to have right principles you have to begin when they are little fellows, and I think that we should feel that the business of the children's library is not simply to give advice to children, but in every way to supplement the work of the home by teaching them good morals, good manners and good behaviour.

As an instance; one day recently I was in a branch library, and I was rather absent-minded as I was thinking about a new building for a children's library. I was not attending particularly to the children in the room. But a boy, who was sitting at a desk or table, looked up and asked me a question which I answered. Shortly afterwards I noticed that the librarian went over and spoke to him. When she came back I said to her "What did you say to that boy?" She said that she had told him that when he asked a question of a lady he should stand on his feet, look at her, and ask her as a gentleman should. I thought that was a very good lesson, and I think that we should demand good manners from the children as well as their fines. Those in charge of children's libraries are often so full of zeal for doing good work among the children that they hesitate to turn out of the room boys and girls who are persistent mischief-makers, and I have had to point out to them the harm they are doing in devoting all their attention to a few perhaps almost incurably troublesome users of the library, while they are neglecting more important work. The children's librarian will sometimes say "If I turn them out they will walk up and down the streets and associate with bad company" or another one will say "If I turn out some of these bad boys I find that they smoke cigarettes on the street corner." In reply to that I tell them that libraries are free to those people who make a library's use of them, and when they have in a room sixty children who have come to make a library's use of the library, and the librarian spends most of her time in looking after probably six trouble makers who have come there for the purpose of making trouble, then I say that she is not fair to the sixty good children. It is necessary for the librarian to keep her eye on those six trouble makers during nearly the whole time they are there, and with the present equipment of a library it is almost impossible to deal with such children. There ought to be a building next door to the library equipped with a gymnasium, swimming tank, where children whose spirits are too high and whose interests in books to make a library useful to them, could resort in recreation and games of all sorts. Our first duty, however, should be to get the children to make a legitimate use of the library. With regard to the provision of wash bowls in a library, the Newark Library had a wash bowl in the children's room, but we very seldom allowed the children to use it. The question of providing sufficient clean

towels to go round was a serious one, and I think that the least the children can do is to come clean to the library. We thought it was not a very high price to pay for admission to say to them, "If you want to come to this Free Library, and stay here **all day**, you must come with clean hands" and so we very seldom allow the children to wash in the library. Suppose you say to them, "This time you may wash, but the next time you must come to the library clean." But, they will probably impose upon you the next time, and so the only way to be sure to get them to come to the library clean the next time is to make them do it this time, and they will soon learn the lesson. We expect something of them in return for what they get when they come to the library.

The practice of remitting children's fines, or exacting smaller fines from the children is, I think, wrong. I do not think it prudent to be too easy with the children in the matter of the payment of fines. Supposing you charge them only one cent and the grown people two cents; it's not a hard matter for a child to pay a fine of one cent. But you cannot expect them to be careful if you train them to be careless and so I think the same rule should apply to the children as to the grown people. We say to them that if they cannot pay up the fine in the year they will not have the use of their cards, but if it is a case of mutilation or something of that sort I do not think we would suggest even that. We should expect them and require of them to pay up the full measure of their debt. I think that is an important part of a citizen's training.

I think it is desirable that the parent should sign the children's application. I am of the opinion that we do a great deal too much towards relieving the parents of the responsibility of the children they bring into the world. We almost say to the parents "Just send your children to us and we will take all the responsibility." In Brooklyn we try more and more to bring it home to the parent, even to the poorest and the most ignorant, that they are responsible for their children, and we require the parent's signature to every application the children make. That means, of course, that some of the applications have to be taken home by some member of the staff. We send out little printed forms asking them if they would like to take out books. They are sent by mail so that they will be delivered to the parent. But sometimes we don't even mail them, because we know that there are some children clever enough to intercept the mail and forge the signature, and we say to them that they must bring their parents if they want cards. That does not mean that the children cannot come into the library to read. But it means that they are not allowed to take books home.

With regard to the question as to whether home visits are desirable in cases of discipline I may say that in respect to first offenders we write to the parents first, and if that has no effect and the children continue to misbehave, we visit the home, and we are careful to go in no meek or humble spirit. We make the parents feel that the library is supported by the city and that we have the protection of the courts, that the children are to behave themselves and not mutilate or steal books. If the parents find it impossible to compel good behaviour on the part of their children, we tell them that we will take the offender to the Juvenile Court, and if that has no effect we do bring the case before the Court. Those are usually cases of theft, where the parent cannot or will not do anything to discipline his children. We do not care about the child being punished, but we do care about the moral effect on the community, and if the parent will not control his children and punish them properly for stealing or disorderly conduct, we do take them to the Children's Court, and when a man has been kept out of his job for a day

in going to the Court and spending his time waiting around for the case to come on, and he has to pay a fine in addition out of a very slender income, then he learns that the State considers him to be the father of that child and will hold him responsible for his good behaviour. I consider such a lesson to both parent and child as invaluable. You take that child before the Court for stealing, and you make him feel that the offence is a most serious one, and the probabilities are that you have nipped that pernicious habit in the bud. You make, in fact, a solemn thing of it. When a parent cannot or will not attend to these serious cases, then we take the matter into our own hands and make the parent and the child appreciate the enormity of the offence.

Then there is another question I have received. "At what age do you think children should be allowed to become borrowers?" As soon as the children can sign their names and take a pleasure in books we allow them to become members if their parents will come and sign the papers. There is no age limit. Just as soon as the parent is willing to assume the responsibility the child may have books. Then another question. "Co-operation between the Adult and Children's Department." I do not know whether you have had any trouble yet, but I know in some of the libraries in the States there is a keen jealousy between the two Departments. There appears to be a wall of separation between the two; the people from the Adult Department hate to go near the Children's Room and I think that is a serious thing. There should be a cordial co-operation between the two, and if the children's librarian and her work is not popular with the other members of the staff she is not likely to be a success. What is necessary is to interest all the people on the staff in the Children's Department and the people in that Department must be themselves interested in the Adult work, and so we try to mix the people up in the two Departments, so as to make it one library and not two separate libraries under one roof.

There are several other questions "What may a story-teller do in the way of training to steadily increase her ability and not keep on the plane of 'pretty good story-teller?'" "What kind of stories can be told to older children who are not interested in nature study and history?" "What are you doing in your Children's work to encourage children to form libraries of their own?" "How could a Mother's Story Hour be conducted?" "Do you ask for the assistance of those outside your staff in the telling of stories in the story hour?" I should like to preface what I have to say by the remark that I think we should be careful to remember that an absolutely essential part of the librarian's work is not to neglect the first duty of knowing the children's books and knowing how to select books well. Sometimes libraries try to do so many things that they fail in their most important duty. We are supposed to know books—a good many books—and be able to suggest the best books on all sorts of topics and all sorts of people of every age. Sometimes young girls get so enthusiastic about a story or work that they spend all the spare time they have on it with the result that there are quite gaps in their knowledge of children's books on the shelves. It takes a lot of time to keep up with the children's books. "What may a story-teller do in the way of training to steadily increase her ability and not keep on the plane of 'pretty good story-teller?'" I should think, in the first place, that one would need a lot of practice. Begin with small groups of small children first in a separate room. In acquiring the art of story-telling to children the worst thing is that of being self-conscious, and if you begin with a group of small children you do not have a critical audience. Little by little you learn how to prepare the story, how to include

the pictorial and how to omit parts that are dull, and finally you will be able to tell them more readily and with more fire and enthusiasm. You will then be competent to take children who are a little older. I think it is very important that the story hour should be conducted in a class room in which there are no spectators. It is fatal to have a door which is constantly opening, and in a room grown-up people are passing or are putting their heads in to see what is going on. It would take a wonderfully experienced person to hold the attention of the audience and get good results if there were interruptions, and if the story hour was not conducted in a separate and quiet room where you have the children all to yourself.

The question of having a sample story hour is another question I have been asked. I think a sample story hour in this Association would be difficult to manage. You would need to have a story-teller who had so much self-confidence, and who was so expert and experienced that she would not be embarrassed by having this audience of grown-up people. She would need to be perfectly at ease so that she could hold those children and make them forget the presence of an audience of grown people. In most of the library story hour groups no visitors are allowed because it makes the story-teller and the children too self-conscious. Then with regard to this question of "How could a Mother's Story Hour be conducted?" In Brooklyn we have Kindergarten Mothers' Clubs which we address. We find it very difficult to get the mothers to attend meetings in the Library Building unless taken there by the teachers. Most of the mothers find the Library Building too imposing and they are shy about coming there in many of our districts. The meetings are, therefore, held in the Kindergarten Mothers' Clubs where librarians are invited to come and talk to the mothers. I would make it a point to give talks on the selection of books for the children and what kind of picture books appeal most to the little ones, and another important point is to describe to the mothers what class of book should occupy a place in the child's own library, and I would tell them about books from which to get the best stories.

"The remark has been made that books in series, e.g., 'The Pepper Books,' are psychologically bad for the children. Is this your opinion?" I do not know that it is. Books in series are not necessarily bad, and I do not think I should say that I thought children should never read books in series. Some author will perhaps write a book for children. It proves popular, and the publishers say, "Write a sequel to that book," but the second book is apt to be not written quite so well, but the publisher demands a third, a fourth and a fifth series, and you can easily see that with such a demand being made on the author his latter productions do not bear comparison with the first. No first-class inspired writer would consent to write that kind of book, and most of the books in series are mediocre, because they are ground out in the mechanical way I have described. A child will get the series habit. He will read through all the books in one series and then start in on another, and then he takes another and after a while he has spent a great deal of time on these mediocre and unprofitable books and there is a weakening of the mental fibre. When a child gets the series habit I think he is in danger of a softening of the brain. That is the reason I do object to the books in series, because most of them are mediocre.

"In your discussion of children's work you have spoken altogether about work among poorer children. Does this work appeal to children from homes of culture, where the parents are readers, have plenty of books in the home library, and train their children to read?" I am very glad that that question has been brought up.

because I do not like it to appear that our work is all philanthropic work among the people in the poorer districts. You can easily imagine that one notices such important results from day to day in this work that it is surprising that more attention is not paid to the quiet work which goes on among the well-to-do children. One of the gratifying features about this class of work is that the parents come with their children. They come the first time and see that the child gets a card and they talk with the children's librarian. They consult her about the different kinds of books to select and so the librarian is appreciated by the people in the homes of culture. We have many requests from these people to suggest books to buy for their children for Christmas time and on birthdays. There are some people who have an objection to allowing their children to visit the Public Library owing to their fear of contagion, and they ask us for particulars as to the best class of book to buy for children. But, at the same time, we do a good deal of work amongst the well-to-do as well as amongst the poorer classes.

"Does the Brooklyn Library, in its Children's Department, do anything to aid children of foreign parentage to read books in their own tongue?" Practically "No." We have bought quite a large collection of very interesting picture books, not because they are foreign but because there are so few good picture books to be obtained in the market. We also have some good pictures in the Children's Room. We find that the big children are even more interested in these beautiful picture books than the little children, but with regard to buying foreign books we have not done that at all. We have got a sufficiently hard problem to teach these children to talk English correctly and grow up good American citizens without our giving them books in a foreign tongue. So we do not do anything to encourage the reading of foreign books in a foreign language.

There is just one more question "Which is the better Charging System, the Newark or Brown?" I should say that for any busy library certainly the Newark system is the best. You cannot do such rush work with the Brown system. You cannot hurry on your work as you can with the Newark system, and I should choose that system if I had to start a new library. (Applause.)

THE PRESIDENT: I am pleased to see so many representatives of Public Libraries present on the second day of the meeting. It indicates the appreciation of the members for the efforts made by the committee to put on something for the second day. For some years the second day of the meeting was utilized as a shopping day by a majority of the members. (Laughter.) We have now come to the general business.

GENERAL BUSINESS.

MR. CASWELL: Mr. Chairman I think some of us received a jolt this morning when we found we had a constitution in this Association, a constitution of which we were the humble servants and willing slaves. (Laughter.) I always regard a constitution as a very good servant but a somewhat inconvenient master. I do not take objection to the ruling of the Chair. I think our Chairman ruled as he was bound to do under the circumstances, but I think it is a pity that we were so tied to the constitution as to prevent our taking a course which I think a great majority of us approve, because I feel the necessity of augmenting our funds so that we can develop along lines that we believe will be best for Library work and Library extension. It has occurred to me, and some others of us, that perhaps we might manage this in a way which would be perfectly constitutional and

which would very largely achieve our purpose, and so I would suggest, or I will place it in the form of a motion, that the Libraries represented here be requested to voluntarily contribute the fees suggested in the resolution presented in the report of the Resolutions Committee this morning; not as an obligation imposed by the constitution, but as an expression of our interest in the work.

A DELEGATE: I rise to second that motion, and in doing so I would draw your attention to the clause in the constitution that we discovered this morning. We are not amending that at all.

THE PRESIDENT: I am quite in accord with the resolution, but we have a constitution which we must live up to, otherwise we cannot conduct business in a business-like manner. I may say that the ruling I gave this morning was against my own inclination, but I could not take the position that that motion was in order when the Constitution clearly showed that it was not in order.

A DELEGATE: I should like to ask a question of the mover of the resolution. Is that motion to take effect immediately or one year hence? We have paid our fees.

MR. CASWELL: I may reply that the intention was that it should take effect this year, so that our funds may be augmented this year. But I take it for granted that it will go as a notice of motion at the next meeting, but we shall be a year without any augmentation of our funds. Possibly the Secretary will communicate with each library so as to augment their fees.

THE PRESIDENT: Nobody is compelled to do it. It is only a request. They can do it voluntarily as they think fit.

A DELEGATE: It might be regarded as a little radical if it were to come into effect at once, but if it is given as a notice of motion for next year there is no doubt the motion will carry, and next year we should be in possession of the fund we require. If it is for present needs of course that is a little different.

A DELEGATE: I think that is what Mr. Caswell intends. No Library is compelled in any way whatever to contribute one cent at the present time. It is a more voluntary act on the part of any Library to contribute the additional amount requested.

THE PRESIDENT: As I understand it, Libraries may make a supplementary grant as it affects them. We can take it as a notice of motion. Mr. Caswell has moved this as a request. It is not a resolution, and the Libraries can contribute or not, as they see fit, and they can send it in by letter later on.

THE SECRETARY: This request will affect two years' contribution, if I understand the motion correctly. The fees paid to-day are for the ensuing year. Most of the Libraries have paid up their fees promptly, so that Mr. Caswell's motion would involve my sending out a letter to all the Libraries asking for a voluntary contribution for the year 1913-14. It would not take effect constitutionally until the year 1914-15.

The resolution was carried unanimously.

MR. BARNETT: There is one new piece of business which I should have introduced at an earlier stage in the proceedings. I am not going to advocate a National Library, but I am in sympathy with it, and I should like this resolution to be passed:

"That each Library Institute of this Province be asked to take a vote on the question of the desirability of a National Library being established; also that the Executive Committee ascertain what concerted action our sister provinces are willing to take in this matter and report at our next Convention."

I will not speak to the point, but I will move that resolution.

MR. LOCKE: I will second that resolution.

MR. CASWELL: I might explain that the resolution was one which was adopted by the Resolutions Committee. I think I must have got my papers out of order as I did not notice that I had overlooked one of the resolutions. But the Committee had adopted that and intended that it should be brought before the meeting. I am quite in favor of it.

The resolution was carried.

VOTE OF THANKS.

MR. LOCKE: There is one duty I feel called upon to perform before the meeting closes. I think everybody is aware of my prejudice against votes of thanks, but from my standpoint, as one particularly interested in children's work, and one who has more children to take care of than any other librarian, I want to express on behalf of the Toronto Public Library our cordial thanks to Miss Hunt, who has given us such a valuable and interesting address. I hope the motion will be seconded by somebody who will speak for the libraries outside of the City. We have people come to various associations who tell us the theory by which we may order our lives, but it is an agreeable change to have somebody to come and give us these concrete instances and leave it to us to point the moral and make the application to our own work, and which will give us inspiration in connection with the daily grind of our work and how to deal with boys and girls. In all my experience I never listened to two addresses which seemed to me to be so full of inspiration and suggestions for us who are actually engaged in the daily work of libraries and of schools, and I was so pleased with the instances Miss Hunt brought forward and that she brought them to Canada so as to enlighten us on the subject as it is dealt with in the United States. Our library problems in Canada are related to the library problems of the United States and not to the library problems of Great Britain. I know my friend, Colonel Denison, would not like to hear me say that, as it would be imposed to his Imperialistic views. But the British problem is an entirely different one from ours in connection with boys and girls, and therefore I feel that the illustrations which have been given to us by Miss Hunt in connection with our work are invaluable. Therefore, I want to express on behalf of the Toronto Public Library my appreciation of Miss Hunt's visit to us. (Applause.)

A DELEGATE: It affords me great pleasure to second that motion. A Presbyterian minister said to me this morning that he was glad to notice that the Ontario Library Association had been a spiritual and moral uplifting throughout the whole of this present meeting. I believe that is true, and it is with the greatest pleasure that I second the motion that a cordial vote of thanks be extended to Miss Hunt for her excellent address.

THE PRESIDENT: I have very much pleasure in presenting to Miss Hunt this unanimous vote of thanks. I am sure it is very richly deserved.

MISS HUNT: I have to thank the Libraries for this very cordial reception. I came here in fear and trembling, but now I am here I want to stay.

THE PRESIDENT: This annual meeting is now closed.

APPENDIX.

HOW ONE LIBRARY REPORTS THE O. L. A. ANNUAL MEETING.

Report of the Delegates from the Collingwood Public Library.

Some idea of the growing interest in the public libraries of the Province may be gained by the attendance at the annual meetings of the Ontario Library Association. This year, on Monday and Tuesday, April 24th and 25th, there was an enrolment of one hundred and seventy-seven delegates, representing libraries throughout the Province, from Ottawa on the east to Windsor and Fort William on the west. This number exceeded that of last year by upwards of forty, and was double that of but a few years ago. A feature of the representation was that it was not confined to one class of library workers, but was divided between librarians and trustees, the former being present in greater numbers than on any previous occasion, bearing out the claim that the trustees are realizing, as our library has long since realized, that it is to the advantage of the libraries and those they serve to afford both sides of the management of these institutions every opportunity to become associated with others engaged in the same line of work.

For the increased interest there are assigned different causes. Undoubtedly the educational work of the Ontario Library Association and its sub-agencies, its library institutes, is a potent factor. Of the latter there are now fifteen, one, comprising the city of Toronto only, having been recently organized. During the past year these institutes held successful meetings, enlisting the assistance of several hundred ladies and gentlemen, who are associated directly and indirectly with the libraries, and thereby creating a wider and greater interest among the general public. The greater number of the libraries were represented and in every instance the reports indicate that the sessions, which were extended to two days, proved profitable to those in attendance. In our own district, Georgian, sixteen of the twenty-two libraries were represented at the meeting in August last, and assuming that the interest in the movement will continue to increase here as elsewhere, it is anticipated that at the next meeting, which will be held at Midland in July next, that some at least of those unrepresented last year will send delegates.

At these institutes the problems are given careful consideration and those engaged in the libraries pertaining to the different districts are afforded the benefit of the experience of others, speakers from a distance being provided by the Provincial Department of Education, the connecting link between the libraries and the Provincial Government.

That there is a new attitude being taken towards the children by the public libraries of Ontario was very apparent throughout the convention inasmuch as practically all the sessions were devoted to addresses, papers and discussions on this one subject. As you are probably aware, the Department of Education has made it compulsory upon the libraries of the Province who are in receipt of Government aid, to remove the age limit, so that we are compelled to recognize the claims of the children whether we wish to or not.

Contrary to a rather hazy though somewhat general impression, there are only a few choice spirits to whom it is given to love books instinctively, and to know them intimately without instruction. The multitude, whatever their rank or fortune, handle them, more or less, all the time without knowing much about

them or caring much about them. It is true that a knowledge of books comes more readily to some than to others, but training will do much for even unpromising people, who without training, would be practically helpless. And it is just here that the Children's Department should step in and begin its work of developing a desire to know literature and a love for books which will become an inspiration and a comfort when the time comes that the child of the library becomes the adult of the world and realizes the full value of the book and how to use it. It is then that the adult will look back and bless the library that improved the desire to read.

In considering this branch of the library's work let us remember that it is not only the child who comes of its own accord in search of the interesting book that is to be influenced, but beyond this and perhaps more important is the reaching out to the child on the street, the one with indifferent parents, the one with no home ideals, the one without library taste, the child of want, and the child of vice, in an endeavor to draw them close to a source of cultivated tasks and high ideals. It is thus that the men and women of the future who are to develop into useful members of the community are to be made, and this or any library is not fulfilling its mission if its influence on the community it serves is not being manifest in the elevation of its tasks and its living.

Among those who read papers or discussed the subject were Miss Clara Hunt, head of the Children's Department in the libraries of Brooklyn, N.Y., Miss Mary Black, Fort William, Dr. G. H. Locke and Inspector Nursey, and throughout their addresses it was emphasized that the qualities of a person depend upon environment, as well as upon heredity. The children should be given a special room equipped with low chairs and tables, a bulletin board, and card catalogue. There should be a homeliness, and the child should be surrounded with an atmosphere of peace. Attractive pictures of nature, of history, of great men and women, should adorn the walls. A cheerful fireplace will make the room more cosy and bright. If a separate room is not available, an alcove or a part of the general reading room may be used, but wherever it is, the children's room should be such as will instill in the child a love for good books.

The Story Hour develops a taste for reading, and draws the children to books. It is a character moulder, entertainer and instructor. The stories should be told to the very little ones, not read. The story-teller should be accurate, and the telling, or reading, of good stories will direct children to books that will inspire them. The influence of the work among the children should extend to their homes. This is especially so where libraries are in the poorer district of a large city. The children become very much attached to the librarian, and she is able to influence them. Their standards are raised, even in their games good effects are evidenced.

The relation of the public library to the public school was also discussed, the consensus of opinion being that they should co-operate. The former teaches the child to read and the latter provides the material for its reading.

In reference to high school work the suggestion was offered that printed lists of the books in the library suitable for the supplementary reading course should be provided and the books selected from the shelves and placed in a convenient place. In some libraries the practice is to permit ten or a dozen books to be taken to the schools where they are distributed to the higher forms. In this way are the pupils shown what the library contains and thus is their interest in it aroused.

The writing of essays, one teacher said, on subjects on which there are books in the library, also proved beneficial to the library and to pupil. It proved an incentive to send the boys and girls to the reference shelves.

From the children and their interest in the library Dr. Harley Smith took those present to another phase of work which he is of the opinion the libraries should undertake, namely, the circulating of books dealing with "Life Problems." Volumes on the subject should be in every library, but would necessarily have to be given out with care. At present it is greatly overlooked, chiefly because of a sensitiveness that should not be permitted to prevail. The matter is of too great importance, especially to the young men and women, and through the public library might the common, yet valuable information be dispensed in such a way as to prove of great value to those of the present day and also to future generations.

The officers elected were as follows: President, Mr. W. F. Moore, Dundas; First Vice-President, Mr. W. O. Carson, London; Second Vice-President, Mr. David Williams, Collingwood; Secretary, Dr. E. A. Hardy, Toronto; Treasurer, Dr. G. H. Locke, Toronto; Councillors, Mr. D. M. Grant, Sarnia; Mr. H. J. Clarke, Belleville; Miss Mary Black, Fort William; Mr. Adam Hunter, Hamilton; Mr. W. J. Sykes, Ottawa; and ex-President Dr. C. R. Charteris, Chatham.

All of which is respectfully submitted.

Signed

ELLA HILBORN.

A. H. CUTTLE.

D. WILLIAMS.

Collingwood, April 2, 1913.

NOTE.—The Editor would suggest to our libraries that the above report to the Collingwood Public Library Board by its representatives at the Ontario Library Association Annual Meeting is an admirable example of what might be done by all who attend the Annual Meeting. The Chatham *Daily News* of April 14th contained a similar report, prepared by Miss J. S. Reid, Librarian of the Chatham Public Library. It is interesting to note that both Collingwood and Chatham are represented at the O. L. A. Annual Meetings by both trustees and librarians—another excellent example for our other libraries.

HOW ONE NEWSPAPER HELPS THE LIBRARY.

WIDER USEFULNESS FOR THE PUBLIC LIBRARY.

Should the proposed grant of \$3,000 be secured from Andrew Carnegie, the Chatham Public Library will be able to enter upon a far wider field of usefulness.

In addition to an entirely new lighting system, the board contemplates two important extensions to the work of the Library.

The first of these is the fitting up of the art gallery. The board has now the nucleus of a valuable art and historical collection, without proper provisions for its display. These will be furnished if the requisite funds can be procured.

Another new line of work is the holding of lecture courses, for which purpose the present library auditorium, with some little improvements, would be admirably fitted.

There is always plenty of room in this world for the man who is a trifle bigger than his daily work. The same fact holds true of an institution. The public library which confines itself to the set task of furnishing fiction to the reading public, enjoys but a narrow field of usefulness. The public library which ventures into new lines of endeavor can serve a great and useful purpose in the higher education of the community.—Chatham *News*, April 14, 1913.

